

BOARD OF TRUSTEES REGULAR MEETING
CLC 104 (West Classroom of Cessna Learning Center) 6:00 p.m.
October 11, 2018

AGENDA

I. ROUTINE

- | | | |
|---|--------|-----------|
| A. Call to Order | | |
| B. Approval of Agenda | Action | |
| C. Welcome Guests | | |
| D. Pledge of Allegiance | | |
| E. Mission Statement – Independence Community College serves the best interests of students and the community by providing academic excellence while promoting cultural enrichment and economic development. | | |
| F. Vision Statement – To be a community college that provides an exceptional educational experience by cultivating intellect, encouraging creativity and enhancing character in a student and community centered environment. | | |
| G. Approval of September 13, 2018 Minutes | Action | Section 1 |

II. INSTITUTIONAL OPERATIONS

- | | | |
|---|---------------|-----------|
| A. County-Wide Neighborhood Revitalization – Trisha Purdon | Report/Action | Section 2 |
| B. Online Program Update – Jared Wheeler | Report | Section 3 |
| C. Program Review Update – Kara Wheeler | Report | Section 4 |
| D. Faculty Negotiated Agreement | Action | Section 5 |
| E. Board Policy PSL-714 Concealed Carry/First Reading – Dan Barwick | Action | Section 6 |
| E. Board Policy STU-803 Student Grievance/First Reading – Dan Barwick | Action | Section 7 |
| F. Allow Payables | Action | Section 8 |
| G. President's Update – Dan Barwick | Report | Section 9 |
| • Standing Committee, Inge, and Fab Lab Operational Plans | | |
| • Bluffstone/ICC Enrollment Growth Strategies | | |
| • Strategic Planning Progress Update | | |
| o Process Committee Recommendations | Report/Action | |

III. CONSENT AGENDA

Action

- | | |
|---|------------|
| A. Financial Report (acknowledge receipt) | |
| B. Personnel Report (acknowledge receipt) | Section 10 |
| C. Grant Progress Report | Section 11 |
| D. Approve KJCCC Invoice for 2018-2019 Basketball Officials | Section 12 |
| E. Inceptia Annual Contract Renewal | Section 13 |
| F. Revisions to Procedures Section of Board Policy and Procedure Manual | Section 14 |
| G. Surface Pro Tablet Purchase | Section 15 |

IV. Employer-Employee Negotiations. I move that we recess for an executive session for the purpose of discussing (*insert subject to be discussed*), pursuant to the employer-employee negotiation exception, K.S.A. 75-4319(b)(3). Open Session will resume at (*insert time*) in CLC 104 of the Cessna Learning Center. Those invited to attend are: (*list attendees*).

V. EXECUTIVE SESSION – Non-elected Personnel. I move that we recess for an executive session for discussion of (*insert subject to be discussed*), pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session will resume at (*insert time*) in CLC 104 of the Cessna Learning Center. Those invited to attend are: (*list attendees*).

VI. EXECUTIVE SESSION – Attorney/Client Privilege. I move that we recess for an Executive Session for consultation with the College attorney regarding (*insert subject to be discussed*), pursuant to the attorney/client privilege exception, K.S.A. 75-4319(b)(2). Open Session will resume at (*insert time*) in CLC 104 of the Cessna Learning Center. Those invited to attend are: (*list attendees*).

VII. ADJOURN

Action

PUBLIC PARTICIPATION AT BOARD MEETING

Items on the Agenda

Members of the public wishing to appear before the Board concerning an item which is on the agenda must fill out one of the cards provided and present the card to the Board Clerk. There are three opportunities for public comment during regular meetings.

First, the public may comment on any item on the agenda during a period at the beginning of meetings, with a total comment period of ten minutes and individual comments limited to two minutes. This comment period may be extended by Board vote.

Second, prior to each Board vote, the public will be invited to speak directly to the issue being voted upon.

Third, any member of the public may make a lengthier presentation on agenda items, provided that a request for such a presentation is made in writing in advance of the meeting. Permission to make such presentations, and their length, is at the discretion of the Board Chair.

Information to the Audience

The Board members receive the complete agenda along with background material that they study individually before action is taken at the meeting. Any member of the Board may remove items from the consent agenda at the time of the meeting.

Examples of Motions for Executive Session

Remember that a motion to move into executive session needs to state the subject, provide justification, and state a time and place for return to open session

EXECUTIVE SESSION: Non-Elected Personnel

Sample Subjects: Employee job performance; employee evaluations; or annual review of probationary employees.

I move that we recess for an executive session for discussion of *(insert subject to be discussed)*, pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session will resume at *(insert time)* in CLC 104 of the Cessna Learning Center. Those invited to attend are: *(list attendees)*.

EXECUTIVE SESSION: Negotiations

Sample Subject: Faculty and Board proposals.

I move that we recess for an executive session for the purpose of discussing *(insert subject to be discussed)*, pursuant to the employer-employee negotiation exception, K.S.A. 75-4319(b)(3). Open Session will resume at *(insert time)* in CLC 104 of the Cessna Learning Center. Those invited to attend are: *(list attendees)*.

EXECUTIVE SESSION: Possible Acquisition of Real Estate

Sample Subject: For future expansion.

I move that we recess for an executive session for discussion of *(insert subject to be discussed)*, pursuant to the preliminary discussion on acquisition of real estate exception, K.S.A. 75-4319(b)(6). Open Session will resume at *(insert time)* in CLC 104 of the Cessna Learning Center. Those invited to attend are: *(list attendees)*.

EXECUTIVE SESSION: Attorney/Client Privilege.

Sample Subjects: Ongoing litigation; a settlement proposal; or a claim made against the College.

I move that we recess for an Executive Session for consultation with the College attorney regarding *(insert subject to be discussed)*, pursuant to the attorney/client privilege exception, K.S.A. 75-4319(b)(2). Open Session will resume at *(insert time)* in CLC 104 of the Cessna Learning Center. Those invited to attend are: *(list attendees)*.

BOARD OF TRUSTEES REGULAR MEETING
CLC 104 (West Classroom of Cessna Learning Center) 6:00 p.m.
September 13, 2018

MINUTES

Members Present

Val DeFever
Mike Wood
Terry Clark
Norman Chambers
Jana Shaver
Cynthia Sherwood

Others Present

Daniel Barwick, President
Tammie Geldenhuys, Vice-President for Athletics/Student Affairs/Admissions
Kara Wheeler, Vice-President for Academic Affairs
Beverly Harris, Executive Assistant/Board Clerk
Keli Tuschman, Vice-President for Operations
Taylor Crawshaw, Associate Dean for Tutoring and Accessibility Services
Wendy Isle, Chief Business Officer
Jared Wheeler, Director of On-line
Rebekah Peitz, Asst. Dir. Enrollment/Retention/Outreach

Guests

Susan Scovel, Reporter
Greg Goheen, Legal Counsel via telephone
Melissa Johnson, Community Member
Kristen Torrey, ICC Student

I. ROUTINE

- A. Call to Order – Chair DeFever called the meeting to order at 6:00 p.m.
- B. Approval of Agenda – Terry Clark moved to approve the amended agenda as presented. Norman Chambers seconded the motion and the motion carried 6-0.
- C. Welcome Guests – Chair DeFever welcomed the guests and provided an overview of options for public comment on items pertaining to the agenda.
- D. Pledge of Allegiance – Norman Chambers led the group in recitation of the Pledge of Allegiance.
- E. Mission Statement – Cynthia Sherwood read the College Mission Statement.
- F. Vision Statement – Mike Wood read the College Vision Statement.
- G. Approval of August 13, 2018 Minutes – Cynthia Sherwood moved to approve the August 13th minutes. Mike Wood seconded the motion and the motion carried 6-0.

II. INSTITUTIONAL OPERATIONS

- A. CP2 Report – Rebekah Peitz showed a PowerPoint presentation and gave an overview of the Community Pirate Partnership program. In its second year, the program has shown an increase over the previous year by matching 119 out-of-state students with host families. Ms. Peitz shared that results from a survey administered to December and May graduates will assist tracking and retention efforts. Dr. Barwick commended Brittany Thornton, Rebekah Peitz, and Joni Pratt for continued growth in ICC's out-of-state student population.
- B. Lease Purchase Agreement/Resolution – Dr. Barwick opened the discussion with pictures taken of the work being conducted on the turf practice field; he shared that the anticipated timeline for completion of the project is next Thursday or Friday. Dr. Barwick informed the group that RFPs were distributed and FirstOak Bank submitted the sole bid for a maximum principal amount of \$252,000 and a 6% interest rate for 8 years. Jana Shaver sought clarification regarding the source of funds. Dr. Barwick shared that the \$40,000 annual payment would come from: athletic fees; funds allocated in the budget; and monies gathered through fund raising. Approximately \$14,000 of the \$40,000 annual payment is already earmarked from donations received. Dr. Barwick added that private donations will go to a restricted ICC Foundation account and the Foundation will match up to \$200,000 of funds raised. Monthly fund raising updates will be provided the Board of Trustees. Norman Chamber moved to approve the resolution provided

by Ranson Financial for a Lease Purchase Agreement with FirstOak Bank. Terry Clark seconded the motion and the motion carried 6-0.

- C. Discussion of Strategic Planning Process – Dan Barwick provided an overview of the proposed process for creation of a new, data-based, long-term inclusive Strategic Plan. Steps taken to date included discussion and input received from: the August 21, 2018 Cabinet meeting; the campus-wide Open Forum held August 22, 2018; and, eleven community members, students, and donors. Dr. Barwick noted that guidelines utilized in the Higher Learning Commission Strategic Plan had also been researched. Common themes for development of the new Strategic Plan were: an inclusive process must be observed; new ideas, including those from high school students and our graduates, should be incorporated; the Plan should be data-driven; best practices should be adopted; and, use of an outside facilitator should be considered. The recommended timeline involved: Board consideration of the process proposal in September; identification of facilitators in October; formation of subcommittees and respective meetings initiated in November; creation of a first draft in January; receipt of feedback on draft in February; and Board approval of the final plan in April. To ensure Board involvement in all phases of Plan development, Dr. Barwick will share the synopsis of the Cabinet meeting and Open Forum with the Board of Trustees and, an update of progress made will be presented during each Board meeting. Terry Clark moved that the administration move forward with the Strategic Plan process. Jana Shaver seconded the motion and the motion carried 6-0.
- D. Allow Payables – Cynthia Sherwood moved to allow payables. Norman Chambers seconded the motion and the motion carried 5-0-1 with Mike Wood recusing himself.
- E. President's Update – Dan Barwick informed the group that enrollment headcount appears ahead of last year's numbers during the same timeframe; Dr. Barwick acknowledged the entire campus for focusing on enrollment growth. Dr. Barwick shared that meetings are being held with the new Regional Director of Bluffstone; the group is strategizing for enrollment growth through housing recruitment efforts, billing processes revisions, and advertising improvements. It was noted that our dorm occupancy is at 85% and the Villas is at 93%. The group was reminded of the Fab Lab expansion Ribbon Cutting and Open House scheduled October 1st. Dr. Barwick also acknowledged Equity Bank and the \$25,000 donation made toward the Equity Bank Digital Media Studio.
- 2018-2019 Departmental Operational Plans – To fill gaps in the process, Dr. Barwick shared that College standing committees, the Fab Lab, and, the Inge Center will also develop Operational Plans which tie to the Board's Strategic Plan. A report from these areas will be provided during the October Board of Trustees meeting.

III. CONSENT AGENDA – Mike Wood moved to approve the Consent Agenda. Norman Chambers seconded the motion and the motion carried 6-0. The Consent Agenda included receipt of the Financial, Personnel, and Grant Progress Reports. Also included in the Consent Agenda was employment of: James Cole in the position of Assistant Basketball Coach at an annualized salary of \$35,000 plus College support toward employee participation in ICC's group health insurance plan; and, Larry Markiewicz in the position of Instrumental Music Instructor at an annualized salary of \$56,200 plus College support toward employee participation in ICC's group health insurance plan. Also included were the separations of: Linda Benning from the position of Vet Tech Instructor; Madison Corle from the position of Accounts Receivable Specialist; Mike Cyprien from the position of Assistant Basketball Coach; Ellen Dickerson from the position of Part-time Custodian; and, Brad Henderson from the position of Marketing Director.

IV. EXECUTIVE SESSION – Employer-Employee Negotiations. This Executive Session was not necessary.

V. EXECUTIVE SESSION – Attorney/Client Privilege. This Executive Session was moved forward on the agenda. Terry Clark moved that the Board enter Executive Session for consultation with the College attorney regarding a legal matter, pursuant to the attorney/client privilege exception, K.S.A. 75-4319(b)(2). Open Session would resume at 8:10 p.m. in CLC 104 of the Cessna Learning Center. Those invited to attend were: Greg Goheen via telephone, Dan Barwick, and Keli Tuschman. Norman Chambers seconded the motion and the motion carried 6-0. It was noted that no action would be taken following Executive Session. The Board entered Executive Session at 7:55 p.m. The Board returned to Open Session at 8:10 p.m.

VI. EXECUTIVE SESSION – Non-elected Personnel. Norman Chambers moved that the Board enter Executive Session for discussion of a personnel matter pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session would resume at 8:40 p.m. in CLC 104 of the Cessna Learning Center. Those invited to attend were: Daniel Barwick and Keli Tuschman. Jana Shaver seconded the motion and the motion carried 6-0. The Board entered Executive Session at 8:10 p.m. The Board returned to Open Session at 8:40 p.m. Norman Chambers moved that the Board enter Executive Session for discussion of a personnel matter pursuant to the non-elected personnel exception, K.S.A. 75-4319(b)(1). Open Session would resume at 9:00 p.m. in CLC 104 of the Cessna Learning Center. Those invited to attend were: Daniel Barwick and Keli Tuschman. Jana Shaver seconded the motion and the motion carried 6-0. The Board entered Executive Session at 8:40 p.m. The Board returned to Open Session at 9:00 p.m.

VII. ADJOURN – Mike Wood moved that the meeting adjourn. Terry Clark seconded the motion and the motion carried 6-0. The meeting adjourned at 9:00 p.m.

Beverly Harris
Board Clerk

Independence Community College is committed to a policy of nondiscrimination on the basis of race, sex, national origin, religion, age, and disability in admissions, educational programs or activities, and employment, all as required by applicable laws and regulations under the Title VI Civil Rights Act of 1964, Title IX regulations of 1972, Section 5 of the Social Rehabilitation Act of 1973, and the Americans With Disabilities Act of 1990.

Neighborhood Revitalization

Overview

What is the New County Neighborhood Revitalization Program?

A Tax Rebate for new construction, rehabilitation, alterations, or additions in excess of \$10,000 and 10% increased value in areas outside city limits, but in Montgomery County.

| Year | Rebate % |
|------|----------|
| 1 | 100% |
| 2 | 100% |
| 3 | 100% |
| 4 | 100% |
| 5 | 100% |
| 6 | 50% |
| 7 | 50% |
| 8 | 50% |
| 9 | 50% |
| 10 | 50% |

This program passed in August 2018 by the Montgomery County Commission would provide a rebate to property owners that would build new residential, commercial, industrial, or agricultural buildings outside of any incorporated city limits in Montgomery County. The program is similar to that in Wilson County and others in Kansas.

The program would not affect ANY revenue that is already being generated on a property. The rebate would only provide a 10 year rebate on **new construction**, and would not reduce the revenue by the taxing entities in the county. Taxing entities in Montgomery County that would be impacted include: School Districts #445, #446, #436, #447, #283, #461, #484, Coffeyville Community College, and Independence Community College.

Prior to constructing a new building, the building owner would apply for the program, pay a \$200 application fee, and applicable building permit and zoning fees. **It must be approved prior to the start of construction by the County Commission.** A 5% administrative fee will be retained annually to cover the costs of administering the program.

To ensure that the rebate does have the intended effect of increasing new construction and reinvestment into properties in the County, the county has requested that all taxing entities listed above participate in an inter-local agreement. This agreement will ensure that the taxpayer would get most of the rebate incentive for their project.

What is Eligible?



Agricultural Buildings

New, Expansions, Improvements that increase value by 10% and \$10,000.

Residential



New, Expansions, Improvements that increase value by 10% and \$10,000.



Commercial

New Commercial buildings, expansions or improvements that increase value by \$10,000 & by 10% appraised value.

Neighborhood Revitalization

FAQ

Q. How can I determine eligibility for a tax rebate?

The County will determine if your property falls into the eligible areas. Generally, it is outside of the incorporated area of a city in Montgomery County.

Q. How do I apply for the NRP?

Applications are available in the County Clerk's office. Applications must include the \$200 fee and any applicable building permit or zoning fees.

Q. What is "Tax Rebate"?

The tax rebate program would return a portion of the increased taxes a person would pay if they increased the value of their property. The taxes are not abated, but will be returned to the taxpayer after fees are deducted, and the capital outlay to the school district is paid.

Q. What is "Qualified Improvement"? / What kind of projects increase my assessed value?

Improvements that add value to a home. For example, a new roof (unless the roof was falling in) would not qualify, but a new addition would.

Q. Does "one dollar" spent on work equal "one dollar" of increase value?

Not necessarily, as the improvement must also meet the 10% increased value threshold. If the improvement does not improve the property value by at least 10%, it would not meet the minimum.

Q. What kind of turnaround time can I expect for my permit and NRP application to be processed?

This is unknown right now, but the applicant should know that each application must be approved by the County Commission after it is reviewed by Staff.

Q. If qualified improvements are planned to be made, how does one obtain a tax rebate?

The property owner had to have filled out the application prior to starting construction. If the project has already begun prior to filling out the application, then the project would not be eligible for the rebate.

Q. Who can apply?

Property owners outside the incorporated city limits in Montgomery County.

Q. How Long Will the Property Tax Rebates Last?

The program would sunset in 2021. Approved rebates would be for 10 years, with 5 years at 100% and 5 years at 50%.

Q. What are the eligibility guidelines?

This program is for any structure built in the outlined areas, including agricultural, residential and commercial buildings.

Q. What do I have to do before I begin? / When can I begin?

You must complete the application, found in the County Clerk's office.

Q. Why did the county approve this program?

To incentivize property owners to invest in new structures, businesses, and homes in Montgomery County. This is intended to be an economic development tool to help incentivize new development and construction county-wide.

Q. Are there any fees associated with the program?

There is a \$200 application fee, and applicable zoning/building permit fees to apply. In addition, a 5% administration fee is taken out of the tax payment before it is rebated back to the property owner to cover the costs of administering the program. School Districts Capital outlay is also protected under statute, and will be taken out of any tax payments made by the property owner prior to rebating that payment.

Q. Who do I contact with questions about the NRP?

Montgomery County Clerk's Office
P.O. Box 446
Independence, KS 67301
(620) 330-1200
cassschmidt@mgcountyks.org

MONTGOMERY County Neighborhood Revitalization Plan and Development Incentive

2018 – 2021

PURPOSE OF NEIGHBORHOOD REVITALIZATION

The plan is intended to promote the revitalization and development of Montgomery County by stimulating new construction and the rehabilitation, conservation or redevelopment of the area in order to protect the public health, safety and/or welfare of the residents of the County by offering certain incentives, which include tax rebates.

DESCRIPTION OF NEIGHBORHOOD REVITALIZATION AREA

The boundary of the Neighborhood Revitalization area includes all areas within the legal boundaries of Montgomery County, except those areas within the corporate limits of any city.

VALUATION OF REAL PROPERTY

Appraised valuation represents a fair market estimate of a property's worth. The approximate appraised valuation of the real estate in the Neighborhood Revitalization Area is:

| | |
|-----------------------|----------|
| Land | \$ |
| Buildings | \$ _____ |
| Total Appraised Value | \$ |

Assessed valuation represents the amount of a property's worth that is taxed. The approximate assessed valuation of the real estate within the Neighborhood Revitalization Area is:

| | |
|----------------------|----------|
| Land | \$ |
| Buildings | \$ _____ |
| Total Assessed Value | \$ |

PROPERTY ELIGIBLE FOR TAX REBATE

Residential Property:

1. New construction or rehabilitation, alterations and additions to any existing residential/agricultural structure, including the alteration of a single-family home into a multi-family dwelling, shall be eligible.
2. Any property that is exempt from property tax shall not be eligible.
3. Eligible residential property may be located anywhere in the neighborhood revitalization zone area.
4. Subject to eligibility criteria set forth herein.

Commercial/Industrial Property/Agricultural:

1. Rehabilitation, alterations and additions to any existing commercial structure used for retail, office, manufacturing, warehousing, institutional or other commercial, agricultural or industrial purposes shall be eligible.
2. Construction of new commercial structures, including the conversion of all or part of a non-commercial structure into a commercial structure used for retail, office, manufacturing, warehousing, institutional, commercial or other commercial or industrial purposes shall be eligible.

3. Improvements to existing or new construction of structures used for public utilities or railroad purposes shall not be eligible.
4. Any property that is exempt from property tax shall not be eligible.
5. Eligible commercial, industrial or agricultural property may be located anywhere in the neighborhood revitalization zone area.
6. Subject to eligibility criteria set forth herein.

OWNERS OF RECORD IN THE AREAS

The owner of record for each parcel of land is listed with the property address in the Montgomery County Appraiser's office.

ZONING CLASSIFICATION AND LAND USE

A zoning classification map for the Neighborhood Revitalization Area, and a current Land Use Map for properties within any zoning districts, are available in the Montgomery County Planning and Zoning Department office.

CRITERIA FOR DETERMINATION OF ELIGIBILITY

Montgomery County assures that no person shall be discriminated against on the grounds of race, color, national origin, sex, disability, age or low income status as provided by Title VI of the Civil Rights act of 1964, and the Civil Rights Restoration Act of 1987, be excluded from participating in, be denied the benefits of, or be otherwise subjected to discrimination under this program. Every reasonable effort will be made to insure non-discrimination.

1. Each Plan requires a minimum investment of \$10,000.00 and shall also reflect a minimum of a \$10,000.00 or 10% increase in valuation for residential, commercial/industrial and agricultural classifications. Cost estimates of the proposed investment must be submitted with the application.
2. Construction of an improvement must have commenced on or after August 6, 2018 (the effective date of enactment of the tax rebate program). Construction shall be completed within two (2) years from the date the application is approved. The year of incomplete construction will not fall under the revitalization rebate plan. The rebates will be in effect after completion of the construction.
3. The applicant shall be the deeded owner of the property listed on the application.
4. Any property that is in the deeded owner's name within Montgomery County and is delinquent in any tax payment and/or special assessment shall not be eligible for any rebate and shall forfeit continuation in the program.
5. No applicant having delinquent real estate, personal or special assessment taxes due to a City, Montgomery County and/or the State of Kansas will be eligible for this program.

6. In the event any such taxes become delinquent during the qualified abatement period, all current and future tax rebates shall be forfeited in full. Escrow payments causing delinquency will not be held against the revitalization requirements.
7. Tax payment due dates are December 20th and May 10th of each calendar year, and taxes are considered delinquent if paid after those dates. Delinquency will not be held against taxpayer if excluded by the County Treasurer's Office. The County Clerk will verify all taxes due and all denials will review all denied due to delinquent taxes.
8. Prior to the commencement of any construction, the property owner will complete the application. Applications must be received and approved prior to commencement of construction.
9. **Tax rebates are only applicable in the participating taxing units: USD #436, USD #445, USD #446, USD #447, USD #283, USD #461, USD #484, Coffeyville Community College, Independence Community College, and Montgomery County. USD Capital Outlay taxes will be excluded pursuant to K.S.A. 12-17,115(e) as amended effective July 1, 2017.**
10. Tax rebates will be based on the increase of appraised value due directly to the qualified improvements and/or new construction.
11. Appealing property value does not void the revitalization rebate plan. However, payment under protest will be reviewed pending results from Montgomery County Appraiser.
12. **The tax rebate is non-transferable. A sale or exchange of property to a new owner will cause the property to become ineligible for the tax rebate. Rebates will not be prorated for the year during which the sale or exchange occurred.**
13. **Any property owner receiving a Homestead Refund is disqualified for Neighborhood Revitalization and must be documented on the application.**
14. **Only one rebate application per project may be submitted. The rebate will be based only upon the increased appraised value attributed to the eligible improvement. For purposes of calculating the increase in the appraised value, a base value shall first be established by calculating the average historical appraised value of the parcel for the three (3) tax years immediately preceding the application for rebate. The increase in the appraised value shall be the difference between the base value established in the manner and the appraised value after the eligible improvement is constructed. Unique situations will be reviewed by the County Clerk and County Appraiser to establish base value.**

TAX REBATE SPREADSHEET

The following table illustrates the refund percentages for Commercial, Residential and Agricultural. Refunds are based on the initial qualified rebate value only, NOT the total tax bill. Rebates will only be refunded from the following municipalities within your taxing unit, which adopted the Neighborhood Revitalization Plan: Montgomery County and taxing units of USD #436, USD #445, USD #446, USD #447, USD #283, USD #461, USD #484, Coffeyville Community College and Independence Community College.

| YEAR | | YEAR | | TAX REBATE |
|--|------|------|-----|------------|
| 1 | 100% | 6 | 50% | |
| 2 | 100% | 7 | 50% | |
| 3 | 100% | 8 | 50% | |
| 4 | 100% | 9 | 50% | |
| 5 | 100% | 10 | 50% | |
| 5% will be credited to the Neighborhood Revitalization Fund to cover administrative costs. | | | | |

APPLICATION PROCEDURE

Applications are available in the County Clerk's Office. Applications shall be submitted with a non-refundable **\$200.00** application fee to the County Clerk's Office.

1. The applicant must complete and submit the application with fee to the County Clerk. The Montgomery County Commission must approve the application prior to commencement of construction. The County Clerk will notify the applicant within fifteen (15) working days with the approval or denial of the project. **THERE WILL BE NO EXCEPTIONS!**
2. The applicant shall file Part 2 of the application with the County Appraiser for any improvement that is completed, certifying the completion of construction. The applicant is required to provide receipts and/or an itemized statement of costs. This documentation is required to be eligible for participation in the Neighborhood Revitalization Program.
3. Preliminary site evaluation will be performed for compliance with the Montgomery County Sanitary Code, Montgomery County Flood Plain Regulations and any Land Usage Classifications before construction commences.
4. The County Appraiser will conduct an on-site inspection of the construction project and may take measurements and photographs, etc.
5. The tax rebate, less a 5% administrative fee based on the rebate amount, will be made to the property owner within a thirty (30) day period following the date of tax

distribution by the county. The administrative fee will be retained by Montgomery County.

**MONTGOMERY COUNTY NEIGHBORHOOD REVITALIZATION PLAN
APPLICATION FOR TAX REBATE**

**PART 1
(PLEASE PRINT)**

Owner's Name: _____

Daytime Phone #: _____

Owner's Mailing Address: _____

Unified School District: (Circle One) #436 #445 #446 #447 #283 #461 #484

College: (Circle One) CCC ICC

Parcel Identification # _____

(Use the number on your tax statement or call the County Appraiser's Office 620-330-1050)

OR

Legal Description of Property: _____

Property Use:

(Check One) _____ Residential _____ Commercial _____ Industrial _____ Ag

(Check One) _____ New Building _____ Remodel _____ Addition

(Check One) _____ Rental _____ Owner-occupied

Building/Zoning Permit Number (if applicable): _____

List all Improvements & Associated Costs: (Attached drawings, dimensions and/or estimates)

Please be specific, as items not included will be taxed at the full rate.

_____ \$ _____

_____ \$ _____

_____ \$ _____

_____ \$ _____

_____ \$ _____

Estimated Date of Completion: _____ Materials \$ _____ Labor \$ _____

Did you qualify and receive a Homestead Refund from the State of Kansas? Yes No

If so, what is the amount of the refund? \$ _____

I have read and do hereby agree to follow all application procedures and criteria of the Montgomery County Neighborhood Revitalization Plan.

By: _____ Date: _____

The non-refundable application fee must accompany this original application when submitted to the Montgomery County Clerk.

STATEMENT AS OF _____, 20____

Received application & fee of \$_____

By: _____ Date: _____
Montgomery County Clerk

COUNTY APPRAISER'S STATEMENT AS OF _____, 20____

The appraised valuation of this property is:

Land = \$_____

Improvements = \$_____

Total = \$_____

By: _____ Date: _____
Montgomery County Appraiser

COUNTY TREASURER'S STATEMENT AS OF _____, 20____

All taxes for this parcel are: _____ Current & Paid _____ Are Not Current & Unpaid

By: _____ Date: _____
Montgomery County Treasurer

COUNTY COMMISSION'S STATEMENT AS OF _____, 20____

This application is approved / disapproved for the Neighborhood Revitalization Plan.

By: _____ Date: _____
Chairman, Board of Montgomery County Commissioners

**MONTGOMERY COUNTY NEIGHBORHOOD REVITALIZATION PLAN
APPLICATION FOR TAX REBATE**

PART 2

**CERTIFICATION OF CONSTRUCTION COMPLETION
(PLEASE PRINT)**

Must be signed and returned to the Montgomery County Clerk's Office after construction completion. Final cost and a list of any changes from the original application must be included with this form. The owner is required to provide receipts for the construction of the structure or improvement.

Owner's Name: _____

Daytime Phone #: _____

Owner's Mailing Address: _____

Parcel Identification # _____

Date of Completion: _____

Total Project Cost: \$ _____

I hereby certify that the project applied for under the Montgomery County Neighborhood Revitalization Plan is complete, and all required building inspections have been completed.

Signed by: _____ Date: _____
Owner's Signature

The Project has been reviewed & verified to have met all requirements:

Signed by: _____ Date: _____
Montgomery County Appraiser

Acknowledgement of Neighborhood Revitalization Project Completion:

Signed by: _____ Date: _____
Montgomery County Clerk

Memo

To: Independence Community College Board of Trustees

From: Daniel W. Barwick, PhD
President

Date: October 11, 2018

Re: Online Program Update

Online Program Director, Jared Wheeler, will provide an update of the Online Program.

Indy Online

New online programs

- Early Childhood education
 - Partnering with local ECE facilities
 - Credit to Rebekah Peitz//Jaicey Gillum//Brittany Thornton



New online programs

- Criminal Justice
 - Credit to Rebekah Peitz//Jaicey Gillum//Brittany Thornton
//Jerry Harrison



New online programs

- Pre-vet//Vet-Tech
 - Credit to Amanda McCormick



Memo

To: Independence Community College Board of Trustees

From: Daniel W. Barwick, PhD
President

Date: October 11, 2018

Re: Program Review Update

Kara Wheeler, Vice-President for Academic Affairs and Program Review Committee Chairperson, will provide an overview of revisions to the updated Program Review Manual.

Academic Program Review, Planning and Development

2018-19 Academic Year

Handbook for the Comprehensive
Academic Program Review and Annual
Program Reviews.



At Independence Community College, the Comprehensive Academic Program Review process was developed in spring 2017, and has been updated each academic year. The focus of this process was extended to include purposeful, annual program action planning and development. This handbook is designed to be used by any program faculty member as a guide to further understanding the ways in which data collection/analysis/reflection can inform effective program action planning and development.

Continued improvement of these processes is anticipated and comments or suggestions are welcome. Direct all communications about the process, including questions, to:

Program Review Committee:

Kara Wheeler—Vice President of Academic Affairs, ext. 5635

Anita Chappuie--Director of Institutional Research ext. 5634

Taylor Crawshaw--Associate Dean of Academic Support, ext. 5457

Sarah Owen--Librarian, ext. 5468

Erick Wolfe—Fine Arts representative, ext. 5419

Brett Gilcrist--Social Science representative, ext. 5432

Brian Southworth—STEMB, ext. 5407

Tonda Lawrence—Technical education representative, ext. 5644

Chelsea Bailey—Technical education representative, ext. 5642

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Overview of Academic Program Review, Planning and Development

What are the goals?

At Independence Community College, Academic Program Review, Planning and Development allows program faculty and staff to lead a purposeful and continuous cycle of improvement through two related processes: *Comprehensive Academic Program Review* and *Annual Program Review*. Both the comprehensive and annual processes are integral parts of an overall institutional evaluation, planning and development process with the following goals to:

- Ensure that academic programs remain focused on student success and serving the needs of the community;
- Increase coherence of academic program development and apply continuous quality improvement;
- Enhance the quality of academic programs by assessing program strengths and challenges;
- Align academic program needs and campus priorities with the planning and budget process; and
- Ensure that program priorities are consistent with the college's mission and strategic plan.

Who participates?

All credit academic programs and instructional support units that offer any of the following are included in the processes of program review, planning and development:

- Courses or sequence of courses designed to prepare students for employment in a specific field leading to an Associate of Applied Science Degree (AAS) or Certificate at ICC
- Courses or sequence of courses designed to fulfill general education degree requirements at ICC leading to an Associate of Arts; Associate of Science; or Associate of General Studies
- Courses or sequence of courses designed to support broad goals related to ICC's mission (examples include: Developmental Education);
- Courses or sequence of courses designed to fulfill transfer degree requirements at partnering colleges and universities

Refer to the Appendix 2 for a list of credit academic programs included in this program review process.

When do academic programs participate?

The *Comprehensive Academic Program Review* is completed by programs every three years. During the intervening years, on an annual basis, programs will complete the Annual Program Review, which is an abbreviated version of the Comprehensive Academic Program Review with the focus on student success and program innovation.

What is required?

Both the *Comprehensive Academic Program Review* and the *Annual Program Review* begin with reflection of program data (if provided by the Office of Institutional Research). Programs are encouraged to include other relevant data as part of this reflection. In both processes, program faculty write narrative components that include progress on action plans, significant student learning outcome assessment findings, external constituency and significant trends, and self-assessment of academic program vitality.

The process also includes establishing and updating program goals and plans of action, along with fiscal resource requests and adjustments. Every three years, as part of the *Comprehensive Academic Program Review*, programs also include additional reflections on student success, student learning outcomes, faculty success, as well as curriculum and mission alignment.

Faculty will be provided with a MS Word Template for both the Comprehensive and Annual Reviews that can be found in the ICC's OneDrive to help facilitate the management of data distribution, document attachment and reflection elements. Training sessions on the process are available to all program faculty and staff early in the fall semester.

For additional training needs or questions about the process, programs may contact the Program Review Committee members.

Roles and Responsibilities

Academic Programs:

Each fall semester, all Academic Programs (faculty and staff) will request updated data from the Office of Institutional Research. Programs may choose to include additional resources such as survey results, trend data or advisory board recommendations. Using this compiled information, program faculty will provide the following:

- data reflection and narrative context;
- new and/or updated goals and action plans linked to the ICC mission, vision and strategic plan;
- budget recommendations; and
- a Program self-assessment vitality recommendation.

The *Comprehensive Academic Program Review* is completed by programs every three years. Programs in a given *Comprehensive Academic Program Review* cycle complete component parts of *Annual Program Review* along with several additional parts for review and reflection. These processes should be pursued with the focus on student and faculty success and achieving continuous quality improvement.

Program faculty will use the *MS Word Template found in OneDrive* to document and report all data and reflections.

The ICC Program Review Committee (PRC) plays a critical role in the program review, planning and development process. Programs should consider the PRC and/or the division PRC representatives as resources to program faculty and staff. Likewise, and as needed, open and frequent communication with the Division Chair and Vice-President of Academic Affairs is encouraged throughout the process.

As a compliance requirement of the Higher Learning Commission accreditation, programs should be aware that summative data elements and other elements of the program review, planning and development narrative, along with the VPAA's assessment and feedback to the program, will be made available on the college website at the end of each academic year.

Division Chairs:

The Division Chair will provide comments within the program review to each program within the division. These comments, which should be used by programs during the review and development process the following fall, will include the Division Chair's assessment of program vitality along with any comments, clarifying questions, suggestions and/or expectations. It may also include a referral to the Program Review Committee's (PRC) division representatives for assistance with a program's program review process. The Division Chair's comments will also

be used as the basis for discussion with the Academic Leadership Team and the VPAA on the development of priorities for Academic initiatives and budget recommendations. Open and frequent discussion with each program is encouraged throughout the process, as needed.

As a compliance requirement of the Higher Learning Commission accreditation, summative data elements and other elements of the program review, planning and development narrative, along with the Division Chair's assessment and feedback to the program, will be made available on the college website at the end of each academic year.

Program Review Committee (PRC):

The Program Review Committee, whose primary focus is the *Comprehensive Academic Program Review*, is an integral part of the Academic Program Review, Planning and Development process. The PRC is an ICC standing committee composed of at least one faculty member elected by each academic division and four members appointed by the VPAA. The PRC assists programs in achieving continuous quality improvement by maintaining focus on student success, faculty involvement, currency and relevancy. Each year the PRC will assess all *Comprehensive Academic Program Review* submissions and provide constructive, formative feedback to participating programs. After review, the PRC will solicit comments from the individual programs to ensure that the process was beneficial. Programs may submit a written response to the feedback provided by the PRC as well as provide final edits of their submissions prior to the final deadline.

Division representatives to the PRC may also be a resource to programs in *Annual Planning and Development*. Refer to the beginning of this document for a current list of program review committee (PRC) members.

Vice-President of Academic Affairs (VPAA):

The Vice President of Academic Affairs is responsible for making recommendations to the President and Board of Trustees. Programs and/or Division Chairs may request discussion with the VPAA at any point in the process; the VPAA may also request discussion during the process.

Discussions may also be initiated by programs, Division Chairs, or the VPAA in situations where the Division Chair and program have differing perspectives on vitality, goals, and/or action plans that cannot be reconciled. Depending on the circumstances, the VPAA may find it necessary to proceed with budget recommendations, adjust enrollment or scheduling, or take other actions to safeguard students and faculty pending any further decisions. The VPAA may also determine that further examination will not be productive or necessary and choose not to initiate additional review. In such cases, the differing opinions will be communicated to the President as part of the planning and budget recommendations.

For programs in which revitalization efforts have been unsuccessful or in circumstances that warrant full phase-out of a program, the VPAA may consider forming an Ad Hoc Program Vitality Committee. This committee will consist of:

- Division Chair
- Program Faculty Representative
- Program Review Committee co-chairs (if division representative is from the program in question, another PRC member will be appointed by the committee; if the Program Faculty Representative is the same as Division Chair for program in question, then another Division Chair would be appointed by the VPAA.)
- Other representation as requested by VPAA (examples: Director of IR, Associate Dean of Academic Support, etc.)

The VPAA will determine who will chair the committee and establish the timeline for the review and final report. The Ad Hoc Program Vitality Committee will conduct its own review of the program's status and will be charged with interpreting the qualitative and quantitative data of the program review; soliciting additional data and commentary; and conducting its own research as deemed warranted. At the conclusion of the review, the Ad Hoc Program Vitality Committee will provide recommendation(s) and associated rationale to the VPAA.

President and Board of Trustees:

The President is responsible for making recommendations to the Board of Trustees based on results from the *Comprehensive Academic Program Review*, and taking into consideration the recommendations made by the VPAA and the PRC. The President will review and clarify any questions prior to presenting to the Board of Trustees.

The Board of Trustees (BOT) is responsible for reviewing *Comprehensive Academic Program Reviews* with all recommendations from each level. They may ask any clarifying questions of the President and VPAA as needed. The BOT will choose to accept reviews, or to send them back to the PRC for more information. The BOT will also make the final decision regarding programs that are recommended for phase-out.

Academic Program Review, Planning and Development Timeline

August/September

Program Faculty:

- ☐ Attend training on *Comprehensive Program Review* and/or *Annual Planning and Development*
- ☐ Receive updated data from IR
- ☐ Review and Discuss the Summative Assessments of the previous year's process with the Division Chair
- ☐ Review requirements for completion and request additional data as needed to complete
- ☐ Determine work teams and/or strategies and deadlines to complete the Program Review, Planning and Development processes

September/October

Program Faculty:

- ☐ Continue review, discussions and work on completing required sections.

Program Faculty/Division Chair/VPAA:

- ☐ Maintain open and frequent discussion, as needed.

October/November

Program Faculty:

- ☐ Continue work and provide opportunities for program faculty review and refinement of Program Planning or Review drafts within *The template provided in OneDrive*.
- ☐ Maintain open and frequent discussion with the Division Chair, PRC, PRC Division Representative and/or VPAA, as needed.
- ☐ By November 30, Annual Reviews should be submitted.

Program Faculty/Division Chair/VPAA:

- ☐ Maintain open and frequent discussion, as needed.

December/January

Division Chair:

- ☐ Review and clarify preliminary program planning and development proposals.
- ☐ Draft prioritized Division initiatives & budget proposals for next FY.
- ☐ Update program on Division prioritized initiatives and budget proposals for next FY.

VPAA:

- ☐ Review, clarify and refine preliminary division program planning & development proposals.
- ☐ Draft and refine prioritized initiatives and budget proposals for next FY.

February-March

Program Faculty:

- ☐ Refine program goals and action plans; begin implementation of action plans and/or plan for implementation of action plans in the next cycle.
- ☐ Respond to feedback from Program Review Committee (*Comprehensive Program Review Cohort*).
- ☐ As applicable, complete the approval process through Academic Council for new, modified, or deactivated curriculum. This step must be completed by the end of March. Contact the Registrar's Office at for assistance.

PRC:

- ☐ Review *Comprehensive Program Review* submissions and provide feedback to respective programs of the Comprehensive Cohort (January-Mar).

Division Chair and VPAA:

- ☐ Support academic program refinement of program goals and action planning and implementation.
- ☐ Maintain open and frequent discussion, as needed.

April-May

Division Chair:

- ☐ Fully review *Comprehensive Program Review* and *Annual Planning and Development* submissions and pending budget status for next FY.
- ☐ Complete a Summative Assessment Report, including vitality assessment and any comments, clarifying questions, suggestions and/or expectations. This may include consideration for referral to the PRC and/or PRC division representatives to assist with subsequent fall semester planning and development.

VPAA:

- ☐ Review respective program Summative Assessment Reports and recommend any additional comments, clarifying questions, suggestions and/or expectations.

President:

- ☐ Review respective program Summative Assessment Reports and recommend any additional comments, clarifying questions, suggestions and/or expectations.
- ☐ Present *Comprehensive Program Reviews* to the Board of Trustees

May-June

Board of Trustees

- ❑ Review *Comprehensive Program Reviews* and accept results or send back to PRC for further questions.

Guidelines for Completion of the Annual Program Review

The focus of the annual process is student and faculty success and continuous quality improvement. The program faculty will complete the following sections in the *Annual Program Review*. Details about each section are provided below.

Annual Planning Includes the Following Sections:

- 1.0 Program Data and Resource Repository
 - 1.2 Quantitative and Qualitative Data
 - 3.0 Assessment of Student Learning Outcomes
 - 3.2 Significant Assessment Findings
 - 4.0 External Constituencies and Significant Trends
 - 5.0 Program Planning and Development for Student Success
 - 5.1 Narrative/Reflection on Qualitative and Quantitative Data and Trends
 - 5.2 Academic Program Vitality Reflection, Goals and Action Plans
 - 8.0 Fiscal Resource Requests/Adjustments
 - 8.1 Budget Requests/Adjustments
 - 9.0 Program Planning and Development Participation
 - 9.1 Faculty and Staff
 - 9.2 Dean and/or Administrative Designee Response
-

Guidelines for Completion of the Comprehensive Academic Program Review Process

The following gives an outline of the sections that program faculty will complete within the template provided in OneDrive for the *Comprehensive Academic Program Review* process. The numbering system shown below mirrors that which is used within the template provided in OneDrive software. Details about each section are provided below.

Comprehensive Review Includes the Following Sections:

- 1.0 Program Data and Resource Repository
 - 1.1 Program Summary
 - 1.2 Quantitative and Qualitative Data
- 2.0 Student Success
 - 2.1 Define Student Success
 - 2.2 Achieve/Promote Student Success
- 3.0 Assessment of Student Learning Outcomes
 - 3.1 Reflection on table provided on assessment
 - 3.2 Significant Assessment Findings
 - 3.3 Ongoing Assessment Plans
- 4.0 External Constituencies and Significant Trends
 - 4.1 Program Advisory Committee
 - 4.2 Specialized Accreditation
 - 4.3 Other
- 5.0 Curriculum Reflection
 - 5.1 Reflection on Current Curriculum
 - 5.2 Degree and Certificate Offerings or Support
- 6.0 Faculty Success
 - 6.1 Program Accomplishments
 - 6.2 Faculty Accomplishments
 - 6.3 Innovative Research, Teaching or Community Service
- 7.0 Program Planning and Development for Student Success
 - 7.1 Narrative/Reflection on Qualitative and Quantitative Data and Trends
 - 7.2 Academic Program Vitality Reflection, Goals and Action Plans
 - 7.3 Academic Program Goals and Action Plans
 - 7.4 Mission and Strategic Plan Alignment
- 8.0 Fiscal Resource Requests/Adjustments
 - 8.1 Budget Requests/Adjustments
- 9.0 Program Planning and Development Participation
 - 9.1 Faculty and Staff
 - 9.2 Dean and/or Administrative Designee Response
- 10.0 Appendices

Comprehensive Program Review Sections

1.0--Program Data and Resource Repository

1.1 Program Summary – The program faculty should provide a descriptive summary of the program.

1.2 Quantitative and Qualitative Data - All programs are provided with the most recent two years of data by the Office of Institutional Research (IR) as well as two-year budget data provided by the Business Office.

The data sets provided by the Office of Institutional Research include the following elements for the most recent two (completed) academic years:

- Number of Faculty (Full Time; Part Time; Total)
- Student Credit Hours by Faculty Type
- Enrollment by Faculty Type
- Faculty Name by Type
- Average Class Size, Completion, and Attrition
- Course Completion, Success and Attrition by Distance Learning v Face-to-Face
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)
- Expenditures and Revenues

Additional data may also be available for reporting from the Office of Institutional Research, as applicable. Requests for additional data must be made through a data request.

The budget data will typically be available in mid-September after final reconciliation of the previous fiscal year.

Programs should spend some time reflecting and discussing the data elements prior to proceeding with the completion of the remaining sections. Program faculty are encouraged to include other data as desired.

In addition to the data already provided, program faculty should consider this field as a repository for any information that aids in program development and planning. Programs should look for data which would support or possibly influence current curricular offerings, demonstrate impacting trends, indicate new opportunities or potential threats, and/or highlight program/faculty/student successes. Data collection should be an ongoing process and not necessarily centered solely on the annual or comprehensive review cycle. Such data may be stored within the software at any time. All data should be cited clearly and completely and

include the reference and acquisition date. Ideally, each resource will also include a succinct summary and possible implications for the program.

Examples of other information that program faculty and staff may wish to include:

- Class Capacities and Percent Fill Rate
- Balance of program curriculum and impact across the college by indicating those courses offered primarily to:
 - Support developmental or college preparation;
 - Meet General Education and/or Cultural Diversity requirements;
 - Facilitate transfer;
 - Support career and technical programs;
 - Provide career and technical core required knowledge and skills; and/or
 - Provide career and technical knowledge and skill options
- Results of previous efforts to improve the program
- Faculty summaries or reports from conference attendance
- Transfer program articulations
- Impact on students, including underrepresented and/or at-risk students
- Duplication or uniqueness of program in region
- Community demand for the program
- Student satisfaction
- Employer satisfaction
- Projected job growth
- Declared majors/concentrators
- Credential attainment
- Accreditation trends
- Advisory Committee recommendations
- Business and Industry Trends
- Market trends

2.0-- Student Success

2.1 Define Student Success

The program faculty should provide a definition of how student success is defined by the program.

Example: *The department defines student success as that of acquiring a set of skills and competencies to produce work that exhibits ingenuity and self-expression, compelling composition, along with strong technique and exceptional craftsmanship. In addition, student success is defined by acquiring the intellectual foundation to interpret and evaluate work.*

2.2 Achieve/Promote Student Success

The program faculty should describe how the program achieves and promotes student success.

Example: *The department promotes student success through one-to-one relationships with students and colleagues, innovation of teaching strategies (creative ways to engage students in active learning and reflection), refinement of course offerings to better meet students' needs (rebalancing numbers of sections of each course in response to enrollment figures as well as expanded online course offerings), and continual exploration of new ways to engage students with discipline- related content, including Learning Communities, Independent Studies, and Honors contracts/courses.*

3.0-- Assessment of Student Learning Outcomes

3.1 Reflection on assessment- The program faculty should provide a narrative reflection on the assessment of program curriculum. Please provide data gathered for outcomes at both program, course, and general education levels. Please review the Assessment Handbook for resources on gathering this information provided by the Assessment Committee.

3.2 Significant Assessment Findings- The program faculty should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials.

Example 1: Reflection on table provided on assessment:

The faculty has worked to assess the work that we are doing by actively participating in the Student Learning Outcomes Assessment process on campus. For multiple years, five courses have not only participated in the assessment process but have produced and submitted multiple Assessment Reports to the Outcomes Assessment Committee.

Significant assessment findings:

Most importantly, this process has resulted in improved student learning. The process has

facilitated numerous faculty exchanges of content and delivery improvement ideas, and, of course, the implementation of the same.

Example 2: Reflection on table provided on assessment:

Faculty will continue to make refine the department's current assessment rubric as well as move forward with new assessment initiatives in additional classes in the department.

Significant assessment findings:

By creating a new rubric, the department was able to investigate what students to accomplish in in the visual analysis / research paper. Certain components of the rubric mention understanding the "context" of the work of art, such as the socio-political / historical context in which the work was created, etc. Further, specifically addressing the importance of using "art historical terminology" encourages instructors to more carefully define terminology in their classes.

3.3 Ongoing Assessment Plans-The program faculty should describe ongoing assessment plans and attach any new assessment progress reports for the current or past academic year.

4.0--External Constituency and Significant Trends

An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following.

4.1: Program Advisory Committee:

- Include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (*).
- Upload meeting minutes from the previous spring and fall semesters and attach in the appendices section (10.0).

4.2: Specialized Accreditation:

- Include Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
- Upload the most recent self-study and site visit documents.
- Upload agency correspondence which confirm accreditation status.

4.3: Other:

Following are some examples of possible external constituencies that may be used by program faculty when looking for trends that impact program efficacy and student success. The examples given are not exhaustive and will not apply to all programs.

HLC Accreditation: The College's regional accrediting body, the Higher Learning Commission (HLC), uses categories to evaluate the culture of continuous quality improvement on campus. You should explain how your program falls into one of the following areas:

Criterion 3. Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

Core Components

3. A. The institution's degree programs are appropriate to higher education.
 1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
 2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
 3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).
3. B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.
 1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
 2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
 3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
 4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
 5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.
3. C. The institution has the faculty and staff needed for effective, high-quality programs and student services.
 1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
 2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
 3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
 4. The institution has processes and resources for assuring that instructors are current in their

- disciplines and adept in their teaching roles; it supports their professional development.
- 5. Instructors are accessible for student inquiry.
- 6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.
- 3. D. The institution provides support for student learning and effective teaching.
 - 1. The institution provides student support services suited to the needs of its student populations.
 - 2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
 - 3. The institution provides academic advising suited to its programs and the needs of its students.
 - 4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
 - 5. The institution provides to students guidance in the effective use of research and information resources.
- 3. E. The institution fulfills the claims it makes for an enriched educational environment.
 - 1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
 - 2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Criterion 4. Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Core Components

- 4. A. The institution demonstrates responsibility for the quality of its educational programs.
 - 1. The institution maintains a practice of regular program reviews.
 - 2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
 - 3. The institution has policies that assure the quality of the credit it accepts in transfer.
 - 4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual

credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
 6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).
4. B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.
1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
 2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
 3. The institution uses the information gained from assessment to improve student learning.
 4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.
4. C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.
1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
 2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
 3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
 4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice.
(Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Other External Constituencies: Some examples are Career Pathways or other career development activities, ICC NOW or other dual credit or academic development activities, Civic or Academic Honors, Community Service, co-curricular activities, and/or transfer articulation or affiliation agreements. Include documentation of the affiliation and a description of significant trends that are impacting or anticipated to impact the program and/or student

outcomes.

Significant Trends: Some examples are reports on the status of the discipline from national discipline-related associations; national, state and local reports on workforce demands; changes to national and state policy on professions related to the discipline; changes in transfer universities or K-12 curriculum or emphases.

5.0--Curriculum Reflection

5.1 Reflection on Current Curriculum – The program faculty should provide a narrative reflection that describes the program’s curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. While presented in question form, the intent of the prompts is to stimulate thought and it is not expected that programs specifically answer each and every question.

- ☐ Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
- ☐ How does this program transfer to four-year universities? (give specific examples)
- ☐ What types of jobs can students get after being in your program? (Please use state and national data)
- ☐ How dynamic is the curriculum? When was the last reform or overhaul?
- ☐ In the wake of globalization, how “internationalized” is the curriculum?
- ☐ How does the program assess diversity?
- ☐ Does the program have any community-based learning components in the curriculum?

Example: *Students who complete this curriculum can expect to have specific integrated experiences throughout the course content. Courses are structured and sequenced to mesh accumulative knowledge with growing proficiencies within each course as well as an interpretive whole of the program experience.*

Courses are revised with changing outcomes whether through assessment, interaction with transfer institutions, or knowledge of the profession. Five of the ten courses have been modified or created in the last couple of years to meet these ever-changing needs for our students.

Our program adapts and changes with the educational needs of the community it serves.

5.2 Degree and Certificate Offerings or Support- Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

6.0--Faculty Success

6.1 Program Accomplishments –The program faculty should highlight noteworthy program

accomplishments.

6.2 Faculty Accomplishments –The program faculty should highlight noteworthy accomplishments of individual faculty.

Example: *Our department values faculty and staff who work in the professional world or who stay connected to our discipline at a national level. Most of the adjunct faculty currently works professionally in and around Independence. They each possess a specific skill-set which benefits our students. The full-time faculty and staff stay connected to the professional world or to the academic world at large.*

6.3 Innovative Research, Teaching and Community Service –The program faculty should describe how faculty members are encouraged and engaged in promoting innovative research, teaching, and community service.

7.0--Program Planning & Development for Student Success

7.1 Narrative Reflection on Qualitative and Quantitative Data and Trends – Provide a thoughtful reflection on the available assessment data.

Example 1: *The total student credit hours decreased by 19% over the three-year period from academic year 2011-2012 to 2013-2014. Full-time faculty credit hours decreased by 16% and reflect the net loss of one full-time faculty member. In spring 2012, one full-time faculty member resigned and was not replaced. In spring 2013, one full-time faculty member retired and was replaced. Part- time faculty student credit hours decreased by 31%.*

Enrollment numbers decreased by 33% and average class size decreased by 10%. Several contributing factors tend to depress the average class size. A few classes were taught as “Course by Arrangement” to allow students to complete classes needed for their certificate or degree even though the registration numbers were very low in the classes.

Our students’ completion rate remained very high, climbing from 91.3% in 2011-12 to 93% in 2013-2014. Attrition rate remained low overall.

The Course Completion, Success and Attrition by Distance Learning and On-Campus Courses by Course Number data provided a surprising insight. Faculty discussed the fact that online courses fill first during enrollment, even though online courses typically receive lower student satisfaction ratings. The data provided in the Program Review Data shows that completers and completer success rates are higher for distance learning classes when compared to the same classes offered F2F. The data provided an unexpected vote of confidence for distance learning class offerings.

Example 2: *Our average class size, completion, success, and attrition rates are comparable and slightly better than the college average. Comparing to closely related disciplines within the Arts, Humanities, and Social Sciences division shows that the department has significantly lower enrollment. Overall measures of completion, success, and attrition are roughly the same (or slightly better) than comparable disciplines.*

Completion, Success, and Attrition Complete rates ranged from 87.5% to 97.0% and completer success rates range from 83.6% to 100%. Attrition rates ranged from 12.5% to 3.0%. In some instances, small class size causes attrition rates to appear high. To decrease attrition rates resources such as First Alert and Counseling will be more effectively utilized. For short term classes, student contact will be made by e-mail or phone after first absence.

The metrics for on-campus and distance learning (or online) sections by course number reveal two broad trends. First, for those online students who remain in the course, student success is about the same as face-to-face cohorts. Attrition rates are generally higher online. If online sections continue to increase in popularity, online instructors will need to address the course completion rates. Second, although there is a slight decline in overall enrollment, there is a shift in delivery system. It appears that students are opting to take online sections rather than traditional face-to-face sections of the same course. Interestingly, online enrollment increase, face-to-face declines, but overall enrollment remains consistent.

7.2 Academic Program Vitality Reflection - Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality. Program faculty must specifically state which vitality descriptor they believe the program falls under.

Program faculty should use all available information to consider the category assignment which best reflects the program's current status and subsequent goals and anticipated action plans. Some potential qualitative and quantitative vitality indicators of program demand, quality and resource utilization include the following:

Vitality Indicators

| Demand | Quality | Resource Utilization |
|--|---|---|
| <ul style="list-style-type: none"> • Student credit hours • Student headcount • Average class size • Declared majors or concentrators • Individual course purpose (developmental; transfer; career support; career core; discipline interest) • Graduate job placement • Career job projections • No/minimal regional duplication • Impacting trends (accreditation; economic; public policy; educational; market/industry) • Other, as applicable | <ul style="list-style-type: none"> • Student course completion • Student course success • Student course attrition • Student learning outcomes • Student retention/persistence • Formalized articulations with education and industry partners • Degree/certificate attainment • Career credential/license success • Transfer success • Graduate satisfaction • Employer satisfaction • Wage potential • Industry engagement • Other, as applicable | <ul style="list-style-type: none"> • Class fill rate • Cost per credit hour • Cost per FTE • Student FTE per Faculty • Revenue generated • Facility assigned/needed • Equipment/Technology needed • Staff assigned/needed • External affiliations • Institutional resource priorities • Other, as applicable |

Vitality Categories

- Potential Enhancement Opportunities
- Maintain Current Levels of Support/Continuous Improvement
- Revitalization Opportunities or Needs
- Phase Out

Vitality Category Descriptions

Potential Enhancement Opportunities: Program faculty continuously monitor discipline/profession trends and/or interact with external educational partners and business and industry. In doing so, it may become apparent that potential opportunities for enhancement and innovation are warranted. These should be reflected in the program goals and action plans. For initiatives that include curriculum, the Academic Affairs Office should be consulted.

Some guidelines which indicate a program should be given a Category 1 vitality recommendation are:

- Program exceeds ICC's comparative discipline data medians/averages on most criteria or explains adequately why smaller numbers are necessary and appropriate.
- Program shows a clear and consistent upward trend in majors and student credit hour production.

- C. Program is above ICC comparative discipline data on average for student retention, transfer and/or graduation.
- D. Cost per student is at or below national averages or other comparative numbers available for this type of program.
- E. Student FTE per faculty is at or below other comparative numbers available for this type of program.
- F. Indication of unmet demand and that the program could grow further with additional resources.
- G. Qualitative indicators suggests high program quality and student outcomes.
- H. Program is well aligned with ICC mission, strategic plan and KPI's.
- I. There is evidence to suggest that there is sufficient demand to initiate a new program.
- J. Resource requirements are reasonable and evidence suggests that appropriate support will be provided for new program.

Maintain Current Levels of Support/Continuous Improvement: Programs with consistent successful outcomes will want to ensure that trends, resources and/or other factors remain at high quality with minor modifications suggested for improvement. Even very successful programs need to look at even small ways to continuously improve. These initiatives should be reflected in the program goals and action plans. Some guidelines which indicate a program should be given a Category 2 vitality recommendation are:

- A. Program is on par with ICC comparative discipline data medians/averages on most criteria.
- B. Program shows a stable trend in majors and SCH production.
- C. Program is near ICC comparative discipline data average for student retention, transfer and/or graduation.
- D. Cost per student is close to national averages or other comparative numbers available for this type of program.
- E. Student FTE per faculty is at or slightly above other comparative numbers available for this type of program.
- F. Indication that program is meeting need with adequate resources.
- G. Qualitative indicators suggests appropriate program quality and student outcomes.
- H. Program is aligned with ICC mission, strategic plan and KPI's.

Revitalization Opportunities or Needs: At times, programs may find that more substantial change is needed in order to best serve the needs of students. These programs may determine that due to impacting trends and/or inconsistent and/or declining indicators of student success that Program Revitalization is necessary. Revitalization initiatives should be reflected in the program goals and action plans. In some cases, it may be appropriate to temporarily deactivate a program in the college inventory and suspend new declaration of major or enrollment until action plans can be implemented. Some guidelines which indicate a program should be given a

Category 3 vitality recommendation are:

- A. Program is below the ICC comparative discipline data medians/averages on most criteria.
- B. Program shows a declining pattern in majors and SCH production.
- C. Program is below the ICC comparative discipline data average for student retention, transfer and/or graduation.
- D. Cost per student is well above national averages or other comparative numbers available for this type of program.
- E. Student FTE per faculty is below other comparative numbers available for this type of program.
- F. Indication that program is not meeting needs and requiring substantial resources.
- G. Qualitative indicators give insufficient data to suggest quality program and student outcomes.

Phase Out: A program is unlikely to consider this category and it would be the rare exception for a Dean to recommend Category 4 for a program that has not first gone through program revitalization. In fact, an outcome of revitalization may be a very new curriculum or new direction for a program, thus making it necessary to phase out the current iteration of the program in favor of a new one. In this case, a program may find they are both revitalizing and phasing out. In the rare case that a Dean would make such a recommendation, it would be following failed attempts to revitalize, continued decreased demand, obvious obsolescence or compelling evidence that continuation of the program is not in the best interest of the students served and/or the best use of college resources. Some guidelines which indicate a program should be given a Category 4 vitality recommendation are:

- A. There has been a serious attempt to improve program effectiveness and efficiency but efforts have proven to be unsuccessful or have shown insufficient improvement.
- B. There has been no serious attempt to improve program effectiveness and efficiency since last annual or *Comprehensive Academic Program Review*.
- C. No satisfactory potential to restructure organizationally or by discipline, curriculum, program, etc. has been identified.
- D. Future efforts are not warranted due to changes in needs, expectations, duplication of curriculum, or the cost of delivery is too substantial.

7.3 Academic Program Goals and Action Plans - Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success. These goals should include consideration of co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years. Additionally, programs should update status on current goals. Programs should use S.M.A.R.T. goal setting for this purpose.

The following are questions to help guide in setting both long-term and short-term goals:

SPECIFIC – What will the goal accomplish? How and why will it be accomplished?

MEASURABLE – How will you measure whether or not the goal has been reached? List at least two indicators.

ACHIEVABLE – Is it possible? Do you have examples where it has been done successfully? Do you have the necessary knowledge, skills, abilities, and resources to accomplish the goal? Will meeting the goal challenge you without defeating you?

RESULTS-FOCUSED – What is the reason, purpose, or benefit of accomplishing the goal? What is the result (not activities leading up to the result) of the goal? What is the benefit to students?

TIME-BOUND – What is the established completion date and does that completion date create a practical sense of urgency?

Action planning may include but is not limited to the following areas. Attention should be given to who/what/when and why for each action.

- Training/professional development for faculty and staff
- Curriculum updates, modifications or the development of new curriculum
- Changes in methods/delivery of instruction
- Student communication
- Changes in scheduling and/or physical facilities
- Changes in physical facilities
- Planned collaborations with other college programs and services, educational partners, business and industry to achieve identified outcomes
- Changes to Advisory Committee Membership; Advisory Engagement; Recommendations; and Projections/ Expectations
- Planned Honor and Co-Curricular activities
- Organizational restructuring
- Additional resource identification and/or reallocation, including identification of other funding streams

Example: Long and Short Term Goal Setting

Long-term Goals

1. Improve academic performance (2014-2017) as will be evidenced by reduction in attrition by 5% and maintenance of current national exam pass rates.
2. Improve critical thinking, clinical judgment, and reasoning in students during the next three years (20-14-2017) as evidenced by performance in labs and employer satisfaction.

Short-term Goals

1. Promote student utilization of success strategies measured by greater usage of the resource center, open labs, and faculty tutoring.

2. Incorporate reading as a pedagogical activity by increasing participation in common read projects and encouraging students to increase the amount of time they spend reading each week of the coming academic year.

7.4 Mission and Strategic Plan Alignment –Program faculty should indicate the ways in which the program's offerings align with the ICC mission. Also, in this section program faculty should provide narrative on the ways that initiatives may be tied to the ICC Strategic Plan and to HLC accreditation criterion. It is not necessary to consider an example for each HLC category, but program faculty are encouraged to provide one or two examples of initiatives in their program that are noteworthy. These examples may be helpful and included in future campus reporting to HLC. (Refer to section 4.3 for HLC categories)

8.0--Fiscal Resource Requests/Adjustments

8.1 Budget Requests/Adjustments - Based on program data review, planning and development for student success, program faculty will complete and attach the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available through request from the college's Chief Financial Officer. Program faculty should explicitly state their needs/desires along with the financial amount required.

Programs should include some or all of the following, as applicable, in their annual budget proposals:

- Budget Projections (personnel and operation)
- Position Change Requests
- Educational Technology Support
- Instructional Technology Requests
- Facilities/Remodeling Requests
- Capital Equipment
 - Non-Capital Furniture & Equipment
 - New Capital Furniture & Equipment
 - Replacement Capital Furniture & Equipment
- Other, as applicable
 - Accreditation Fee Request
 - Membership Fee Request
 - Coordinating Reports

Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the division Dean and other decision-makers and to inform financial decisions made throughout the year.

9.0 Program Planning and Development Participation

9.1 Faculty and Staff -Program faculty will provide a brief narrative of how faculty and staff participated in the program review, planning and development process. List the preparer(s) by name(s).

9.2 VPAA and/or Administrative Designee Response - After review and reflection of the *Comprehensive Program Review* or the *Annual Program Review*, the Division Chair and VPAA will write a summary of their response to the evidence provided. The Division Chair and VPAA's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

10.0 Appendices and Attachments: Any additional information that the programs would like to provide may be included in this section.

Appendix 1: Independence Community College Mission, Vision and Core Values Statements

Mission

Independence Community College serves the best interests of students and the community by providing academic excellence while promoting cultural enrichment and economic development.

Vision

To be a community college that provides an exceptional educational experience by cultivating intellect, encouraging creativity, and enhancing character in a student and community centered environment.

Core Values

Integrity: ICC holds its employees and students accountable to be honest, ethical, and transparent.

Excellence: ICC demonstrates continuous quality improvement in academics and services offered to students and other stakeholders.

Responsiveness: ICC looks to the future by responding to the emerging needs of its stakeholders.

Diversity/Enrichment: ICC provides an environment that values uniqueness while promoting personal growth through creativity and innovation.

Commitment: ICC commits to making decisions that best serve its students and community.

Appendix 2: Program Schedule for Comprehensive Academic Program Review

Three-Year Comprehensive Academic Program Review Cycle

(When program is not on Comprehensive review, they are completing the Annual review)

| Cycle AY 2017-18, 2020-21 | Cycle AY 2018-19, 2021-22 | Cycle 2019-20, 2022-23 |
|---------------------------|--|--|
| AS-Elementary Education | AS Accounting | AAS, C--Administrative Office |
| | AS-Communication | C-Automotive Technology |
| AGS-General Studies | AS-Biology | AS-Business Administration |
| AS-Health, PE, Recreation | C-EMS Education | AAS, C-Computer Information Technology |
| AA, AS-Liberal Studies | C-Advanced EMS Education | AAS, C-Early Childhood Education |
| | AA-English Language and Literature | AS-Computer Science |
| C-Long Term Care | AS-Engineering, Math, Physical Science* | AAS, C-Culinary Arts and Hosp. Mgmt |
| AS-Pre-Nursing | AAS, C-Cosmetology | AAS, C -Web Design and Development |
| AS-Criminal Justice | AA-Theatre Arts-Performance Track/Production Track | C-Woodworking |
| AS-Social Science | AA-Musical Theatre* | C-Welding |
| AA-Art | AAS-Veterinary Technology | |
| AA-Music | Developmental--Math | |
| AS-Athletic Training | Developmental--English | |
| | AAS, C – Fab Force/Small Business Management* | |
| | AS-Pre-Psychology* | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

*New Program that will not complete Comprehensive until 2021-22.

Appendix 3: Responsible Faculty for Program Review

| Program: | Division: | Faculty Member in Charge: |
|---|---------------------------|----------------------------------|
| AS Accounting | STEMB | John Eubanks |
| AAS/Certificate Administrative Office Management | STEMB | Jody Coy |
| AS Athletic Training | STEMB | Raechal Martin |
| AA Art | Fine Arts | *Division Chair or Designee |
| Cert Automotive Technology | Technical | *Division Chair or Designee |
| AS Biology | STEMB | Thomas Weaver |
| AS Business Administration | STEMB | John Eubanks |
| AS Communication | Humanities/Social Science | Marg Yaroslaski |
| AAS/Cert Computer Information Technology | STEMB | Melissa Ashford |
| AS Computer Science | STEMB | Tamara Blaes |
| AAS/Cert Cosmetology | Technical | Tonda Lawrence |
| AS Criminal Justice | Humanities/Social Science | Ben Seel |
| AAS/Cert Culinary Arts and Hospitality Mgmt | Technical | *Division Chair or Designee |
| AAS/Cert Early Childhood Education | Technical | *Division Chair or Designee |
| AS Elementary Education | Humanities/Social Science | Kara Wheeler |
| AAS Engineering, Math, Physical Sciences | STEMB | Nyssa Crompton |
| AA English Language and Literature | Humanities/Social Science | Heather Mydosh |
| AAS/Cert Fab Force/Small Business Management | STEMB | Melissa Ashford |
| AGS General Studies | ALL | Kara Wheeler |
| AS Health, PE, and Rec | Humanities/Social Science | Brett Gilcrist |
| Cert EMS Education | Technical | Sue Manning |
| Cert Advanced EMS Education | Technical | Sue Manning |
| AA/AS Liberal Studies | ALL | Kara Wheeler |
| Cert Long Term Care | Technical | Mallory Byrd |
| AA Music | Fine Arts | Jim Henderson |
| AS Musical Theatre | Fine Arts | Erick Wolfe |
| AS Pre-Nursing | STEMB | Mallory Byrd |
| AS Pre-Psychology | Humanities/Social Science | Brett Gilcrist |
| AA Social Science | Humanities/Social Science | Jennifer Wilson |
| AA Theatre Arts--Performance Track/Production Track | Fine Arts | Page Petrucka |
| AAS Veterinary Technology | Technical | Amanda McCormick |
| AAS/Cert Web Design and Development | STEMB | Tamara Blaes |
| Cert Welding | Technical | *Division Chair or Designee |

| | | |
|------------------------|---------------------------|-----------------------------|
| Cert Woodworking | Technical | *Division Chair or Designee |
| Developmental: Math | STEMB | Allen Shockley |
| Developmental: English | Humanities/Social Science | Bridget Carson |

Memo

To: Independence Community College Board of Trustees

From: Daniel W. Barwick, PhD
President

Date: 10/3/2018

Re: 2018-2019 Agreement

A tentative negotiated agreement has been reached; a summary of details agreed upon is attached for your reference. It is recommended the Board approve these changes for the 2018-2019 Negotiated Agreement pending faculty approval of said changes.

ICC FA – ICC 2018-19 Tentative Agreement October 1, 2018

The ICC FA team and the Board Team have met 7 times throughout the summer but were unable to reach agreement. Impasse was declared on August 15.

The teams met with federal mediator Bobby Thompson on Monday, October 1. After 2.5 hours, a tentative agreement was reached.

Both teams agreed to support this Tentative Agreement as the best option available at this time. The faculty will discuss and vote later this week and the Board will do likewise next week at their October meeting.

Here are the details:

1. Technical faculty salaries – when technical faculty were added to the bargaining unit, there was often a significant raise for the technical faculty as they moved to the salary schedule. Half of that increase was added last year. The second half will be split evenly over 2018-19 and 2019-20. Affected staff will be at full placement in 2019-20.
2. 403(b) retirement option – it will be available to employees in 2018-19 but there will be no employer match. The employer match (up to 3%) shall return in 2019-20 unless mutually agreed through future negotiations.
3. Fringe Benefit – a provision will be added to the current health insurance language to clarify that the employer contribution obligation is the composite rate calculated by the State Health Plan. It is about 95% of the single premium but is the same dollar amount regardless of the health plan elected by the employee. This clarifies current practice. Here is the added language:
There shall be no violation of this section if the College meets the employer contribution requirements of the State Health Insurance Plan. If the College leaves the State Plan, we return to the current contract language. The health insurance issue shall be a negotiable item for the 2019-20 year without counting as one of the either party's three mandatory negotiable items.
4. Salaries - there will be no increase in salary for faculty other than the those in #1. The salary schedule will not increase and neither step nor column movement shall be allowed.
5. Duration - the contract shall be for 1 year (2018-19).

Other issues were discussed at length but ultimately not included:

1. Increase in the hours faculty are required on campus
2. Increase in faculty teaching load
3. Redefine teaching load
4. Other items were included on the Notice Letter but were in excess of the limitation of mandatory items and were not discussed.

Memo

To: Independence Community College Board of Trustees

From: Daniel W. Barwick, PhD
President

Date: October 11, 2018

Re: Board Policy PSL-714 Revision

Board Policy provides for two readings of proposed policies prior to inclusion in the Board Policy Manual. The first reading of a revision to PSL-714 Concealed Carry is proposed as follows:

| | |
|-----------------|--------------------------|
| CODE: | PSL – 714 |
| SUBJECT: | Concealed Carry |
| ADOPTED: | July 18, 2013 |
| REVISED: | |

In accordance with ~~K.S.A. 75-7c01 et seq. Section 2(a) of the 2013 Senate Substitute for House Bill No. 2052~~, the carrying of a concealed handgun as authorized by the Personal and Family Protection Act is not prohibited on property owned or leased by the College.

Memo

To: Independence Community College Board of Trustees

From: Daniel W. Barwick, PhD
President

Date: October 11, 2018

Re: Board Policy STU-803 Revision

Board Policy provides for two readings of proposed policies prior to inclusion in the Board Policy Manual. The first reading of a revision to STU-803 Student Grievance is proposed as follows:

| | |
|-----------------|--------------------------|
| CODE: | STU - 803 |
| SUBJECT: | Student Grievance |
| ADOPTED: | August 11, 1999 |
| REVISED: | August 11, 2016 |

Students shall be responsible for their own academic success. The Student Grievance Procedure shall resolve any conflict **not otherwise resolved by another specific complaint resolution process.**

2018-19 PROJECTED MONTHLY CASH FLOW

INDEPENDENCE COMMUNITY COLLEGE

September 30, 2018

| | | July | August | September | October | November | December | January | February | March | April | May | June |
|--|--|----------------|----------------|----------------|----------------|-----------------|-----------------|----------------|----------------|----------------|----------------|-----------------|----------------|
| 1. Cash On Hand | | | | | | | | | | | | | |
| 2017-18 (Bank balances) | | \$2,658,950.86 | \$1,798,977.41 | \$2,077,651.24 | \$1,631,999.58 | \$1,540,087.74 | \$725,128.83 | \$427,248.70 | \$3,795,447.17 | \$2,902,791.50 | \$2,950,859.73 | \$762,759.72 | \$1,148,683.94 |
| 2018-19 (Bank Balances) as of 1st day of month | | \$2,044,874.96 | \$1,789,773.46 | \$1,902,904.61 | \$1,902,904.61 | \$1,204,828.38 | \$512,039.88 | \$130,358.66 | \$3,498,502.39 | \$2,347,695.82 | \$2,751,319.94 | \$1,761,244.86 | \$775,913.91 |
| 2018-19 Bank Balances (Bluffstone) | | | | | | | | | | | | | |
| 2. Cash Receipts | | | | | | | | | | | | | |
| Monthly Cash Deposits | | | | | \$452,244.16 | \$334,906.90 | \$367,770.17 | \$4,615,917.37 | \$159,760.10 | \$1,506,026.25 | \$119,453.70 | \$223,755.64 | \$2,686,925.27 |
| 3. Total Cash Receipts | | \$0.00 | \$0.00 | \$0.00 | \$452,244.16 | \$334,906.90 | \$367,770.17 | \$4,615,917.37 | \$159,760.10 | \$1,506,026.25 | \$119,453.70 | \$223,755.64 | \$2,686,925.27 |
| | | | | | | | | | | | | | |
| 4. Total Cash Available | | \$2,044,874.96 | \$1,789,773.46 | \$1,902,904.61 | \$2,355,148.77 | \$1,539,735.28 | \$879,810.05 | \$4,746,276.03 | \$3,658,262.49 | \$3,853,722.07 | \$2,870,773.64 | \$1,985,000.50 | \$3,462,839.18 |
| 5. Cash Paid Out | | | | | | | | | | | | | |
| 2017-18 Payables | | | | | \$948,245.35 | \$523,665.83 | \$189,352.85 | \$504,520.44 | | | | | |
| 2018-19 Payables (Projected for future months) | | | | | \$388,150.17 | \$392,703.24 | \$91,239.44 | \$657,407.99 | \$762,761.28 | \$541,252.78 | \$479,915.87 | \$487,402.62 | \$258,682.66 |
| Outstanding Checks | | | | | | | | | | | | | |
| Student Refunds | | | | | \$219,108.65 | \$55,935.45 | \$37,099.17 | \$26,014.00 | \$0.00 | \$0.00 | \$33,857.93 | \$75,016.37 | \$57,033.90 |
| Payroll Expenses (Taxes, etc.) | | | | | \$543,061.57 | \$579,056.71 | \$621,112.78 | \$564,351.65 | \$547,805.39 | \$561,149.35 | \$595,754.98 | \$646,667.60 | \$574,646.02 |
| | | | | | | | | | | | | | |
| Subtotal | | \$0.00 | \$0.00 | \$0.00 | \$1,150,320.39 | \$1,027,695.40 | \$749,451.39 | \$1,247,773.64 | \$1,310,566.67 | \$1,102,402.13 | \$1,109,528.78 | \$1,209,086.59 | \$890,362.58 |
| 6. Total Cash Balance | | | | | | | | | | | | | |
| End of Month Total Bank Balance | | \$2,044,874.96 | \$1,789,773.46 | \$1,902,904.61 | \$1,204,828.38 | \$512,039.88 | \$130,358.66 | \$3,498,502.39 | \$2,347,695.82 | \$2,751,319.94 | \$1,761,244.86 | \$775,913.91 | \$2,572,476.60 |
| | | | | | | | | | | | | | |
| Less Reserve (Based on 8%) Funds 11, 12, 13 | | | | | \$862,422.38 | \$862,422.38 | \$862,422.38 | \$862,422.38 | \$862,422.38 | \$862,422.38 | \$862,422.38 | \$862,422.38 | \$862,422.38 |
| Less Reserve for Enbridge Valuation | | | | | \$1,022,043.00 | \$1,022,043.00 | \$1,022,043.00 | \$1,022,043.00 | \$1,022,043.00 | \$1,022,043.00 | \$1,022,043.00 | \$1,022,043.00 | \$1,022,043.00 |
| 7. Total Unrestricted Available Balance | | \$2,044,874.96 | \$1,789,773.46 | \$1,902,904.61 | -\$679,637.00 | -\$1,372,425.50 | -\$1,754,106.72 | \$1,614,037.01 | \$463,230.44 | \$866,854.56 | -\$123,220.52 | -\$1,108,551.47 | \$688,011.22 |

INDEPENDENCE COMMUNITY COLLEGE
2018-2019
Unaudited
BudgetSummary-Revenue
For The Month End: 9/30/2018

% of Fiscal Year Completed: 25%

| | 2018-19 | 2018-19 | 2018-19 | Estimated |
|---|------------------------|------------------------|------------------------|----------------------|
| | Published Budget | Operating Budget | Current YTD Revenue | % Budget Recorded |
| General Fund (11) | | | | |
| Student Revenue | | | | |
| Tuition | (\$1,191,212.00) | (\$1,191,212.00) | (\$562,978.00) | 47.26% |
| Fees | (1,768,300.00) | (1,768,300.00) | (686,214.00) | 38.81% |
| | (2,959,512.00) | (2,959,512.00) | (1,249,192.00) | 42.21% |
| Local Income | | | | |
| Real Estate Distribution | (5,462,550.00) | (5,462,550.00) | (248,680.48) | 4.55% |
| Motor Vehicle | (531,717.00) | (531,717.00) | (198,714.90) | 37.37% |
| Rec Vehicle/Watercraft | (9,311.00) | (9,311.00) | (2,916.00) | 31.32% |
| Delinquent Taxes | (103,260.00) | (103,260.00) | (26,060.26) | 25.24% |
| Other | 0.00 | 0.00 | (801.62) | 0.00% |
| | (6,106,838.00) | (6,106,838.00) | (477,173.26) | 7.81% |
| State of Kansas | | | | |
| State Operating Grant | (1,410,162.00) | (1,410,162.00) | (705,081.00) | 50.00% |
| State Grants and Contracts | 0.00 | 0.00 | 0.00 | 0.00% |
| Technology Grant - other | (16,573.00) | (16,573.00) | 0.00 | 0.00% |
| | (1,426,735.00) | (1,426,735.00) | (705,081.00) | 49.42% |
| Federal Income | | | | |
| Indirect Costs | (44,690.00) | (44,690.00) | (7,736.51) | 17.31% |
| Other | | | | |
| ICC Foundation | (60,000.00) | (60,000.00) | 0.00 | 0.00% |
| Interest | (3,275.00) | (3,275.00) | (1,338.76) | 40.88% |
| Sales Tax Payable | 0.00 | 0.00 | 6,035.52 | 0.00% |
| Misc. | (20,000.00) | (20,000.00) | 1,766.47 | (8.83%) |
| Fees (non-course fees) | (18,465.00) | (18,465.00) | (3,134.48) | 16.98% |
| | (101,740.00) | (101,740.00) | 3,328.75 | (3.27%) |
| Transfers, Allowances and Carry-overs | 0.00 | 0.00 | 0.00 | 0.00% |
| Total General Fund | (10,639,515.00) | (10,639,515.00) | (2,435,854.02) | 22.89% |
| Postsecondary Technical Education (12) | | | | |
| Student Revenue | | | | |
| Tuition | (346,923.00) | (346,923.00) | (48,967.00) | 14.11% |
| Fees | (267,443.00) | (267,443.00) | (56,030.00) | 20.95% |
| | (614,366.00) | (614,366.00) | (104,997.00) | 17.09% |
| Other | | | | |
| State of Kansas PTE | (553,446.00) | (553,446.00) | (292,140.00) | 52.79% |
| State of Kansas SB155 | (110,775.00) | (110,775.00) | 0.00 | 0.00% |
| Cosmetology | (26,626.00) | (26,626.00) | (1,855.50) | 6.97% |
| Other | (151,000.00) | (151,000.00) | 0.00 | 0.00% |
| | (841,847.00) | (841,847.00) | (293,995.50) | 34.92% |
| Transfers, Allowances and Carry-overs | | | | |
| Total Postsecondary Fund | (1,456,213.00) | (1,456,213.00) | (398,992.50) | 27.40% |
| Adult Education/GED (13) | | | | |
| Other Income | (15,000.00) | (15,000.00) | 0.00 | 0.00% |
| Non-mandatory Transfer | 0.00 | 0.00 | 0.00 | 0.00% |
| | (15,000.00) | (15,000.00) | 0.00 | 0.00% |
| Total Funds, 11, 12, 13 | (12,110,728.00) | (12,110,728.00) | (2,834,846.52) | 23.41% |
| Auxiliary | | | | |
| Bookstore | | | | |
| Sales | (596,601.00) | (596,601.00) | (75,539.18) | 12.66% |

| | | | | |
|--|------------------------|------------------------|-----------------------|---------------|
| Non-mandatory Transfer | (4,361.00) | (4,361.00) | 0.00 | 0.00% |
| | (600,962.00) | (600,962.00) | (75,539.18) | 12.57% |
| Meals | | | | |
| Student Sources | (904,000.00) | (904,000.00) | (499,506.00) | 55.26% |
| Other Sources | (13,895.00) | (13,895.00) | (2,153.59) | 15.50% |
| Non-mandatory Transfer | | | | |
| | (917,895.00) | (917,895.00) | (501,659.59) | 54.65% |
| Dorms | | | | |
| Student Sources | 0.00 | 0.00 | (50,000.00) | 0.00% |
| Student Sources- Dorms/Bluffstone | (760,040.00) | (760,040.00) | (16,390.00) | 2.16% |
| Student Accident Insurance | 0.00 | 0.00 | (15,515.00) | 0.00% |
| Non-mandatory Transfer | 0.00 | 0.00 | 0.00 | 0.00% |
| | (760,040.00) | (760,040.00) | (81,905.00) | 10.78% |
| Inge Center/Festival | | | | |
| Inge Center | (20,000.00) | (20,000.00) | (141.00) | 0.71% |
| Inge Festival | (81,800.00) | (81,800.00) | (8,356.00) | 10.22% |
| Non-Mandatory Transfer | 0.00 | 0.00 | 0.00 | 0.00% |
| | (101,800.00) | (101,800.00) | (8,497.00) | 8.35% |
| Transfers, Allowances and Carry-overs | (4,361.00) | (4,361.00) | 0.00 | 0.00% |
| Total Auxiliary | (2,385,058.00) | (2,385,058.00) | (667,600.77) | 27.99% |
| ICC Foundation | | | | |
| Scholarship Support | 0.00 | 0.00 | (83,515.00) | 0.00% |
| Total ICCFoundation | 0.00 | 0.00 | (83,515.00) | 0.00% |
| Plant Funds | | | | |
| West Main | | | | |
| Capital Outlay | 0.00 | 0.00 | (11,319.74) | 0.00% |
| Foundation Support | 0.00 | 0.00 | 0.00 | 0.00% |
| Total Plant Funds | 0.00 | 0.00 | (11,319.74) | 0.00% |
| Federally Funded Programs | | | | |
| Upward Bound | 0.00 | 0.00 | (130,886.83) | 0.00% |
| Student Support Services | 0.00 | 0.00 | (76,053.15) | 0.00% |
| Carl Perkins | 0.00 | 0.00 | (3,687.70) | 0.00% |
| Total Federally Funded Programs | 0.00 | 0.00 | (210,627.68) | 0.00% |
| Total College Operations | (14,495,786.00) | (14,495,786.00) | (3,807,909.71) | 26.27% |

INDEPENDENCE COMMUNITY COLLEGE

2018-2019

Unaudited

Budget Summary-Expenditures

For Month End:9/30/2018

| | 2018-19 | 2018-19 | 2018-19 | Estimated |
|-----------------------------------|---------------------|---------------------|-------------------|---------------|
| | Published | Operating | Current YTD | % Budget |
| | Budget | Budget | Expenses | Recorded |
| General Fund (11) | | | | |
| Academic Instruction | | | | |
| 11-1100 General Instruction | \$292,564.00 | \$292,564.00 | \$203.16 | 0.07% |
| 11-1140 Online Instruction | 29,134.00 | 29,134.00 | 207.04 | 0.71% |
| 11-1141 Health & Wellness | 0.00 | 0.00 | 4,319.93 | 0.00% |
| 11-1150 Theatre | 234,135.00 | 234,135.00 | 49,329.81 | 21.07% |
| 11-1151 Music | 176,197.00 | 176,197.00 | 40,246.89 | 22.84% |
| 11-1152 Foreign Language | 0.00 | 0.00 | 0.00 | 0.00% |
| 11-1154 English | 232,447.00 | 232,447.00 | 80,794.80 | 34.76% |
| 11-1155 Art | 3,000.00 | 3,000.00 | 444.06 | 14.80% |
| 11-1156 Communications/Journalism | 72,393.00 | 72,393.00 | 19,333.26 | 26.71% |
| 11-1160 Workforce Development | 2,700.00 | 2,700.00 | 296.04 | 10.96% |
| 11-1161 Community Education | 0.00 | 0.00 | 0.00 | 0.00% |
| 11-1173 Social Sciences | 266,271.00 | 266,271.00 | 88,828.49 | 33.36% |
| 11-1174 Physical Science | 70,487.00 | 70,487.00 | 18,608.37 | 26.40% |
| 11-1175 Chemistry | 83,965.00 | 83,965.00 | 16,701.16 | 19.89% |
| 11-1176 Biology | 148,625.00 | 148,625.00 | 31,041.97 | 20.89% |
| 11-1177 Math | 191,325.00 | 191,325.00 | 38,861.44 | 20.31% |
| 11-1187 Accounting | 60,344.00 | 60,344.00 | 15,749.19 | 26.10% |
| 11-1188 Business | 0.00 | 0.00 | 888.11 | 0.00% |
| 11-1223 Fab Lab/Entrepreneur | 181,889.00 | 181,889.00 | 45,046.45 | 24.77% |
| Total Academic Instruction | 2,045,476.00 | 2,045,476.00 | 450,900.17 | 22.04% |
| Academic Support | | | | |
| 11-4100 Library | 96,445.00 | 96,445.00 | 23,322.70 | 24.18% |
| 11-4200 Academic Affairs | 271,579.00 | 271,579.00 | 47,205.81 | 17.38% |
| 11-4210 Online Administration | 65,225.00 | 65,225.00 | 13,794.42 | 21.15% |
| 11-4220 ICC West | 54,169.00 | 54,169.00 | 16,204.20 | 29.91% |
| 11-4230 Academic Advising | 0.00 | 0.00 | 0.00 | 0.00% |
| 11-4240 Online Administration | 1,500.00 | 1,500.00 | 0.00 | 0.00% |
| 11-4250 Tutoring | 21,530.00 | 21,530.00 | 3,212.01 | 14.92% |
| Total Academic Support | 510,448.00 | 510,448.00 | 103,739.14 | 20.32% |
| Total Instruction | 2,555,924.00 | 2,555,924.00 | 554,639.31 | 21.70% |

Postsecondary Technical Education (see detail below)

Student Services

| | | | | |
|---------------------------------|------------|------------|------------|--------|
| 11-5200 Financial Aid | 161,202.00 | 161,202.00 | 31,524.91 | 19.56% |
| 11-5300 Admissions | 178,922.00 | 178,922.00 | 37,027.83 | 20.69% |
| 11-5310 Navigators | 259,647.00 | 259,647.00 | 72,850.39 | 28.06% |
| 11-5400 Registrar | 54,079.00 | 54,079.00 | 15,511.21 | 28.68% |
| 11-5500 Athletic Administration | 395,730.00 | 395,730.00 | 180,017.65 | 45.49% |
| 11-5510 Football | 394,441.00 | 394,441.00 | 109,670.63 | 27.80% |
| 11-5520 Men's Basketball | 147,002.00 | 147,002.00 | 37,388.83 | 25.43% |
| 11-5530 Volleyball | 97,183.00 | 97,183.00 | 27,226.42 | 28.02% |
| 11-5540 Women's Basketball | 128,987.00 | 128,987.00 | 31,173.56 | 24.17% |
| 11-5560 Softball | 105,652.00 | 105,652.00 | 19,399.87 | 18.36% |
| 11-5580 Baseball | 0.00 | 0.00 | 0.00 | 0.00% |
| 11-5590 Cheer & Dance | 99,444.00 | 99,444.00 | 26,461.60 | 26.61% |
| 11-5595 Athletic Training | 124,129.00 | 124,129.00 | 33,543.09 | 27.02% |
| 11-5600 ICC NOW | 16,726.00 | 16,726.00 | 882.87 | 5.28% |
| 11-5700 Student Life | 84,132.00 | 84,132.00 | 17,285.31 | 20.55% |

| | | | | |
|---|----------------------|----------------------|---------------------|---------------|
| Total Student Services | 2,247,276.00 | 2,247,276.00 | 639,964.17 | 28.48% |
| Institutional Support | | | | |
| 11-6000 Board of Trustees | 21,025.00 | 21,025.00 | 19,239.63 | 91.51% |
| 11-6100 President's Office | 274,495.00 | 274,495.00 | 56,655.43 | 20.64% |
| 11-6110 Human Resources | 162,358.00 | 162,358.00 | 39,581.86 | 24.38% |
| 11-6200 Financial Services | 286,181.00 | 286,181.00 | 68,990.50 | 24.11% |
| 11-6300 Public Relations - Marketing | 151,445.00 | 151,445.00 | 37,512.44 | 24.77% |
| 11-6310 Recruiting-International | 4,500.00 | 4,500.00 | 42.51 | 0.94% |
| 11-6420 Institutional Research | 79,992.00 | 79,992.00 | 21,812.20 | 27.27% |
| 11-6500 Institutional Support | 1,778,172.00 | 1,778,172.00 | 253,413.64 | 14.25% |
| 11-6510 Compliance | 77,960.00 | 77,960.00 | 15,157.27 | 19.44% |
| 11-6600 Computing Department | 386,525.00 | 386,525.00 | 142,633.85 | 36.90% |
| 11-8900 Grant Writing | 0.00 | 0.00 | 0.00 | 0.00% |
| Total Insitutional Support | 3,222,653.00 | 3,222,653.00 | 655,039.33 | 20.33% |
| Scholarships | | | | |
| 11-8100 Scholarships | 1,039,941.00 | 1,039,941.00 | 496,494.00 | 47.74% |
| Total Scholarships | 1,039,941.00 | 1,039,941.00 | 496,494.00 | 47.74% |
| Transfers | | | | |
| 11-9200 Transfers and Carryovers | 383,162.00 | 383,162.00 | 0.00 | 0.00% |
| Operations and Maintenance | | | | |
| 11-7100 Repairs & Maintenance | 495,090.00 | 495,090.00 | 112,937.88 | 22.81% |
| 11-7200 Transportation | 150,100.00 | 150,100.00 | 27,518.98 | 18.33% |
| 11-7300 Grounds-Security | 48,500.00 | 48,500.00 | 6,105.05 | 12.59% |
| 11-7500 Campus Improvements | 519,669.00 | 519,669.00 | 115,011.42 | 22.13% |
| Total Operations and Maintenance | 1,213,359.00 | 1,213,359.00 | 261,573.33 | 21.56% |
| Transfer PTE Indirect Costs | 0.00 | 0.00 | 0.00 | 0.00% |
| Total Fund 11 (does not include PTEamount above) | 10,662,315.00 | 10,662,315.00 | 2,607,710.14 | 24.46% |
| Postsecondary Technical Education (12) | | | | |
| Indirect Costs | 0.00 | 0.00 | 0.00 | 0.00% |
| 12-1200 General Instruction | 13,766.00 | 13,766.00 | 0.00 | 0.00% |
| 12-1220 Vet Tech | 232,207.00 | 232,207.00 | 32,237.38 | 13.88% |
| 12-1221 Culinary | 35,095.00 | 35,095.00 | 325.00 | 0.93% |
| 12-1222 Automotive Technology | | | | |
| 12-1268 Engineering | 0.00 | 0.00 | 0.00 | 0.00% |
| 12-1272 Administrative Office Management | | | | |
| 12-1273 Cosmetology | 183,788.00 | 183,788.00 | 36,633.87 | 19.93% |
| 12-1274 Early Childhood Development | 0.00 | 0.00 | 4,365.77 | 0.00% |
| 12-1276 Mid-Management/Economics | 0.00 | 0.00 | 0.00 | 0.00% |
| 12-1277 Micro Computers | 195,224.00 | 195,224.00 | 43,684.33 | 22.38% |
| 12-1287 EMT | 85,023.00 | 85,023.00 | 18,332.88 | 21.56% |
| 12-1288 Allied Health/Long Term Care | 74,293.00 | 74,293.00 | 13,130.89 | 17.67% |
| Total Fund 12 | 819,396.00 | 819,396.00 | 148,710.12 | 18.15% |
| Adult Education | | | | |
| Fund 13 | | | | |
| 13-1301 ABE/GED | 50,320.00 | 50,320.00 | 0.00 | 0.00% |
| Total Fund 13 | 50,320.00 | 50,320.00 | 0.00 | 0.00% |
| Total Funds 11, 12 and 13 | 11,532,031.00 | 11,532,031.00 | 2,756,420.26 | 23.90% |
| Auxiliary | | | | |
| 16-9300 Bookstore | 786,488.00 | 786,488.00 | 82,068.46 | 10.43% |
| 16-9500 Dorms | 652,760.00 | 652,760.00 | 21,958.57 | 3.36% |
| 17-9500 Dorms-Bluffstone | 456,865.00 | 456,865.00 | 21,861.28 | 4.79% |
| 16-9600 Meals | 788,501.00 | 788,501.00 | 218,080.76 | 27.66% |
| 34-1100 Inge Center | 20,000.00 | 20,000.00 | 1,693.97 | 8.47% |
| 34-1200 Inge Festival | 255,714.00 | 255,714.00 | 37,917.22 | 14.83% |
| 48-4800 Technology | 54,800.00 | 54,800.00 | 0.00 | 0.00% |

| | | | | |
|--|----------------------|----------------------|---------------------|---------------|
| 48-4800 Student Athlete Fee | 25,000.00 | 25,000.00 | 0.00 | 0.00% |
| Total Auxiliary | 3,015,128.00 | 3,015,128.00 | 383,580.26 | 12.72% |
| Plant Funds | | | | |
| 61-1271 Capital Outlay, Culinary Program | 0.00 | 0.00 | 0.00 | 0.00% |
| 61-9900 Capital Outlay, ICC West payment | 0.00 | 0.00 | 0.00 | 0.00% |
| Total Plant Funds | 0.00 | 0.00 | 0.00 | 0.00% |
| Foundation | | | | |
| 36-6120 Foundation Expenses | 0.00 | 0.00 | 16,838.63 | 0.00% |
| 36-8100 Foundation Scholarships | 0.00 | 0.00 | 85,211.50 | 0.00% |
| Total Foundation | 0.00 | 0.00 | 102,050.13 | 0.00% |
| Federally Funded Programs | | | | |
| 31-8500 Upward Bound | 0.00 | 0.00 | 93,170.93 | 0.00% |
| 32-8300 Student Support Services | 0.00 | 0.00 | 93,601.75 | 0.00% |
| 39-1269 Carl Perkins | 0.00 | 0.00 | 0.00 | 0.00% |
| Total Federally Funded Programs | 0.00 | 0.00 | 186,772.68 | 0.00% |
| Total College Operations | 14,547,159.00 | 14,547,159.00 | 3,428,823.33 | 23.57% |

Independence Community College Account Summary

As of September 30, 2018

| <u>Account Number</u> | <u>Account Type</u> | <u>Account Title</u> | <u>Interest Rate</u> | <u>Balance</u> | |
|-----------------------|---------------------|----------------------|----------------------|-----------------------|--------|
| xxx213 | Checking | Petty Cash | na | \$1,001.00 | |
| xxx248 | Checking | Accts Payable | na | \$862,543.96 | |
| xxx264 | Checking | Credit Card | na | \$25,973.05 | |
| xxx620 | Checking | Federal Funds | na | \$1,000.00 | |
| xxx976 | Checking | ICC Payroll | na | \$1.00 | |
| xxx826 | Money Market | | 0.43% | \$63.56 | |
| xxx396 | Money Market | Reserve | 0.43% | \$1,012,322.04 | |
| xxx440 | Savings | Restricted | 0.25% | \$0.00 | Closed |
| | | | | \$1,902,904.61 | |

| Securities Pledged | Amount | Market Value | Maturity Date |
|--------------------|--------|--------------|---------------|
|--------------------|--------|--------------|---------------|

\$0.00

| Letters of Credit | Amount | Expiration Date |
|-------------------|----------------|-----------------|
| FHLB #50508 | \$3,000,000.00 | 12/28/18 |

\$3,000,000.00

| Guaranty Bonds | Amount | Origination Date |
|----------------|---------------|------------------|
| | \$0.00 | |
| | \$0.00 | |

| | |
|-------------------------|-----------------------|
| Total Pledged | \$3,000,000.00 |
| FDIC Insurance | \$250,000.00 |
| Total Coverage | \$3,250,000.00 |
| Overage/Shortage | \$1,347,095.39 |

Independence Community College

Accounts Payable Ending September 30, 2018

| CheckNumber | VendorName | Description | TRXDATE | Amount | Account |
|-------------|--------------------------------|---|----------|------------|-----------------|
| 0006478 | ICC Student | Student Refunds | 9/6/2018 | \$170.50 | 11-0000-203-000 |
| 0006479 | Papen, Jim | Football- shuttle driver to transport athletes to practice field | 9/6/2018 | \$455.00 | 11-5510-698-000 |
| 0006480 | CJ Threads | embroidery for staff polos and mentor polos | 9/6/2018 | \$72.00 | 71-8500-285-000 |
| 0006481 | Commerce Trust Company | admin fee | 9/6/2018 | \$500.00 | 16-9500-761-000 |
| 0006482 | Mennonite Press Inc. | Catalog | 9/6/2018 | \$699.08 | 11-6300-615-000 |
| 0006483 | Sound Ideas (Thomas Posch) | Athletic Dept. - pocket schedules for football/volleyball | 9/6/2018 | \$428.00 | 11-5500-613-000 |
| 0006484 | Infobase Learning | yearly subscription to Films on Demand | 9/6/2018 | \$4,937.54 | 11-4100-705-000 |
| 0006485 | Credo Reference Limited | Yearly renewal for Credo Reference database | 9/6/2018 | \$1,265.00 | 11-4100-682-000 |
| 0006486 | Toyota Financial Services | 03 0412 BZ057 | 9/6/2018 | \$363.95 | 11-7200-645-000 |
| 0006486 | Toyota Financial Services | 03 0412 CD841 | 9/6/2018 | \$621.76 | 11-7200-645-000 |
| 0006487 | IMA Insurance, Inc | Add ford 5191 delete 7049 | 9/6/2018 | \$4.00 | 11-6500-622-000 |
| 0006488 | George Lay Signs, Inc. | part # MG24N | 9/6/2018 | \$134.50 | 11-6300-615-000 |
| 0006489 | Security Equipment Supply, Inc | RFID hardware/Fab Lab | 9/6/2018 | \$3,104.00 | 71-1223-285-003 |
| 0006489 | Security Equipment Supply, Inc | Mount rack for RFID | 9/6/2018 | \$258.49 | 71-1223-285-003 |
| 0006490 | Indy Print Services | august monthly fee | 9/6/2018 | \$1,500.00 | 11-6500-646-000 |
| 0006490 | Indy Print Services | black/color clicks | 9/6/2018 | \$2,490.41 | 11-6500-646-000 |
| 0006491 | Kopco, Inc. | Music department catalogs | 9/6/2018 | \$100.00 | 11-6300-615-000 |
| 0006491 | Kopco, Inc. | Theatre brochures | 9/6/2018 | \$100.00 | 11-6300-615-000 |
| 0006492 | Labette Avenue | Labette Fair Ad | 9/6/2018 | \$150.00 | 11-6300-615-000 |
| 0006493 | Coffeyville Community College | Volleyball - tournament entry fee (C-ville) | 9/6/2018 | \$400.00 | 11-5530-601-000 |
| 0006494 | INDEPENDENCE COMMUNITY COLLEGE | fall class tuition for student - took class in fall instead of summer | 9/6/2018 | \$180.00 | 31-8502-600-000 |
| 0006495 | Montgomery County Chronicle | Ad's in Chronicle | 9/6/2018 | \$496.00 | 11-6300-615-000 |
| 0006496 | Wofford College | Football - shipping cost for football pads | 9/6/2018 | \$508.56 | 11-5510-698-000 |
| 0006497 | Montgomery County Sheriff | security @ football game | 9/6/2018 | \$360.00 | 11-7300-532-000 |
| 0006498 | Meadows, Erica | Netflix merchandising sales - embroidery for resale items | 9/6/2018 | \$414.00 | 16-9300-742-001 |
| 0006499 | Central Community College | hotel reimb for PTK | 9/6/2018 | \$330.50 | 71-5700-285-013 |
| 0006500 | SEK Media, LLC | Radio Ad | 9/6/2018 | \$400.00 | 11-6300-615-000 |
| 0006500 | SEK Media, LLC | Radio Ad | 9/6/2018 | \$50.00 | 11-6300-615-000 |
| 0006501 | Hugo's Industrial Supply, Inc | Netflix merchandise sales - shipping costs for online resale store | 9/6/2018 | \$140.10 | 16-9300-742-001 |
| 0006501 | Hugo's Industrial Supply, Inc | Netflix merchandise sales | 9/6/2018 | \$220.98 | 16-9300-742-001 |
| 0006501 | Hugo's Industrial Supply, Inc | Netflix merchandise sales | 9/6/2018 | \$79.75 | 16-9300-742-001 |
| 0006502 | Jocks Nitch | Netflix Merchandising Sales - Navy tee's | 9/6/2018 | \$612.00 | 16-9300-742-001 |
| 0006502 | Jocks Nitch | Football - red practice jerseys | 9/6/2018 | \$120.00 | 16-9300-742-001 |

| | | | | |
|---------|---------------------------------------|---|-----------|-----------------------------|
| 0006502 | Jocks Nitch | Netflix Merchandise Sales - Navy tees | 9/6/2018 | \$224.31 16-9300-742-001 |
| 0006502 | Jocks Nitch | Football - red practice jerseys | 9/6/2018 | \$474.00 16-9300-742-001 |
| 0006502 | Jocks Nitch | Stunt - cheer shoes (men & women) | 9/6/2018 | \$1,135.61 11-5590-698-000 |
| 0006502 | Jocks Nitch | stunt shoes | 9/6/2018 | \$432.04 11-5540-698-000 |
| 0006503 | Westar Energy | ICC West Sign | 9/6/2018 | \$72.29 11-6500-635-000 |
| 0006503 | Westar Energy | ICC West | 9/6/2018 | \$3,037.47 11-6500-635-000 |
| 0006504 | CableOne Advertising | TV Ad | 9/6/2018 | \$2,500.00 11-6300-615-000 |
| 0006505 | Sayers Ace Hardware | ADA Bath @ AC | 9/6/2018 | \$31.99 11-7500-820-000 |
| 0006506 | Wright International Student Services | 10 stu loaded, 7 remov delinq | 9/6/2018 | \$610.00 11-5200-646-000 |
| 0006507 | Great Western Dining Service , Inc. | 310 Stu & 14 coach | 9/6/2018 | \$18,847.08 16-9600-602-000 |
| 0006507 | Great Western Dining Service , Inc. | Employee & guest weekly meal charge | 9/6/2018 | \$238.70 16-9600-602-000 |
| 0006507 | Great Western Dining Service , Inc. | student meal charge | 9/6/2018 | \$121.94 16-9600-602-000 |
| 0006508 | Republic Services #376 | Trash Service- Kitchen | 9/6/2018 | \$431.25 16-9600-679-000 |
| 0006508 | Republic Services #376 | Trash service- CLC | 9/6/2018 | \$323.45 11-6500-679-000 |
| 0006508 | Republic Services #376 | Trash- South of Maintenance | 9/6/2018 | \$215.65 11-6500-679-000 |
| 0006508 | Republic Services #376 | Trash Service- Dorms | 9/6/2018 | \$595.00 16-9500-679-000 |
| 0006508 | Republic Services #376 | Trash- Fine Arts | 9/6/2018 | \$107.80 11-6500-679-000 |
| 0006508 | Republic Services #376 | Trash- Dorms | 9/6/2018 | \$35.28 16-9500-679-000 |
| 0006508 | Republic Services #376 | service/fuel fee | 9/6/2018 | \$561.44 11-6500-679-000 |
| 0006509 | Pepsi Bottling Group, LLC | pop for concession stand | 9/6/2018 | \$1,947.64 71-5500-285-002 |
| 0006510 | English, Demarkus | Football - reimbursement for fuel (Dodge City trip) | 9/6/2018 | \$30.00 11-5510-606-000 |
| 0006511 | City Of Independence | Admin Sewer/Water | 9/13/2018 | \$124.19 11-6500-632-000 |
| 0006511 | City Of Independence | practice field water | 9/13/2018 | \$21.54 11-6500-632-000 |
| 0006511 | City Of Independence | Practice field 2 | 9/13/2018 | \$21.54 11-6500-632-000 |
| 0006511 | City Of Independence | Cessna Bldg Sewer/Water | 9/13/2018 | \$86.65 11-6500-632-000 |
| 0006511 | City Of Independence | main campus sewer/water | 9/13/2018 | \$3,720.97 11-6500-632-000 |
| 0006511 | City Of Independence | ICC West/Trash | 9/13/2018 | \$200.00 11-6500-679-000 |
| 0006511 | City Of Independence | ICC West sewer/water | 9/13/2018 | \$106.07 11-6500-632-000 |
| 0006512 | Studebaker Refrigeration, Inc | Ice mach. N. & S. Ends of gym | 9/13/2018 | \$150.00 11-6500-646-000 |
| 0006512 | Studebaker Refrigeration, Inc | ice machine rent kitchen | 9/13/2018 | \$150.00 16-9600-643-000 |
| 0006513 | TouchTone Communications | Phone services | 9/13/2018 | \$98.56 11-6500-631-000 |
| 0006514 | Master's Leasing & Rentals | Bus Lease-KC GView-1678 | 9/13/2018 | \$1,794.00 11-7200-645-000 |
| 0006515 | Hugo's Industrial Supply, Inc | Admissions - 6' & 8' tables for recruiting events | 9/13/2018 | \$149.89 11-5300-701-000 |
| 0006516 | Westar Energy | Electricity 4000 Rd | 9/13/2018 | \$87.85 11-6500-635-000 |
| 0006516 | Westar Energy | Brick C | 9/13/2018 | \$357.31 16-9500-635-000 |
| 0006516 | Westar Energy | Brick D | 9/13/2018 | \$309.67 16-9500-635-000 |
| 0006516 | Westar Energy | Brick A | 9/13/2018 | \$452.60 16-9500-635-000 |

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| 0006516 | Westar Energy | Brick B | 9/13/2018 | \$381.13 16-9500-635-000 |
| 0006516 | Westar Energy | Captains Quarters | 9/13/2018 | \$5,955.21 16-9500-635-000 |
| 0006516 | Westar Energy | main campus | 9/13/2018 | \$16,364.91 11-6500-635-000 |
| 0006516 | Westar Energy | Cessna Bldg | 9/13/2018 | \$1,061.13 11-6500-635-000 |
| 0006517 | Xerox Corporation | Monthly Service Lease | 9/13/2018 | \$236.75 11-6500-646-000 |
| 0006517 | Xerox Corporation | VMA-649733 | 9/13/2018 | \$38.96 11-6500-646-000 |
| 0006517 | Xerox Corporation | Monthly Service Lease | 9/13/2018 | \$212.97 11-6500-646-000 |
| 0006517 | Xerox Corporation | Monthly Service Lease | 9/13/2018 | \$173.88 11-6500-646-000 |
| 0006517 | Xerox Corporation | Monthly Service Lease | 9/13/2018 | \$258.10 11-6500-646-000 |
| 0006517 | Xerox Corporation | Monthly Service Lease | 9/13/2018 | \$215.08 11-6500-646-000 |
| 0006517 | Xerox Corporation | Monthly Service Lease | 9/13/2018 | \$288.02 11-6500-646-000 |
| 0006517 | Xerox Corporation | Monthly Service Lease | 9/13/2018 | \$257.70 11-6500-646-000 |
| 0006518 | Great Western Dining Service , Inc. | 308 stu, 14 coa | 9/13/2018 | \$18,730.74 16-9600-602-000 |
| 0006518 | Great Western Dining Service , Inc. | Employee & guest meal charge | 9/13/2018 | \$196.35 16-9600-602-000 |
| 0006518 | Great Western Dining Service , Inc. | student meal charges | 9/13/2018 | \$82.68 16-9600-602-000 |
| 0006519 | D & A Electrical Systems LLC | Update for Fire Alarm panels Year 2 of 5 year plan | 9/13/2018 | \$7,125.00 11-7100-825-000 |
| 0006520 | Guidebook Inc | guidebook subscription | 9/13/2018 | \$1,500.00 34-1200-615-000 |
| 0006521 | INDEPENDENCE COMMUNITY COLLEGE | Peer Tutor Salary for 5/24-6/21/18 | 9/13/2018 | \$229.60 32-8303-545-000 |
| 0006521 | INDEPENDENCE COMMUNITY COLLEGE | Peer Tutor Salary for 5/24-6/21/18 | 9/13/2018 | \$1,370.80 32-8303-545-000 |
| 0006522 | Security Equipment Supply, Inc | Shipping for invoice D32382 | 9/17/2018 | \$16.37 11-6600-850-000 |
| 0006523 | Auto Tag Office | Tags for 060JXR and 062JXR | 9/17/2018 | \$1,564.74 11-7200-645-000 |
| 0006524 | Pepsi Bottling Group, LLC | Pop for Concession Stand | 9/17/2018 | \$1,107.24 71-5500-285-002 |
| 0006525 | Auto Tag Office | Tag registration renewal | 9/19/2018 | \$790.77 11-7200-645-000 |
| 0006527 | ICC Student Housing | ICC Student Housing Refund | 9/20/2018 | \$1,225.00 11-0000-203-000 |
| 0006527 | ICC Student Housing | ICC Student Housing Refund | 9/20/2018 | \$1,225.00 11-0000-203-000 |
| 0006527 | ICC Student Housing | ICC Student Housing Refund | 9/20/2018 | \$1,225.00 11-0000-203-000 |
| 0006527 | ICC Student Housing | ICC Student Housing Refund | 9/20/2018 | \$1,225.00 11-0000-203-000 |
| 0006527 | ICC Student Housing | ICC Student Housing Refund | 9/20/2018 | \$1,225.00 11-0000-203-000 |
| 0006527 | ICC Student Housing | ICC Student Housing Refund | 9/20/2018 | \$1,225.00 11-0000-203-000 |
| 0006527 | ICC Student Housing | ICC Student Housing Refund | 9/20/2018 | \$1,225.00 11-0000-203-000 |
| 0006527 | ICC Student Housing | ICC Student Housing Refund | 9/20/2018 | \$1,225.00 11-0000-203-000 |
| 0006528 | ICC Student | Student Refunds | 9/20/2018 | \$800.64 11-0000-203-000 |
| 0006529 | ICC Student | Student Refunds | 9/20/2018 | \$1,980.00 11-0000-203-000 |
| 0006530 | ICC Student | Student Refunds | 9/20/2018 | \$2,778.69 11-0000-203-000 |
| 0006531 | ICC Student | Student Refunds | 9/20/2018 | \$2,172.37 11-0000-203-000 |
| 0006532 | ICC Student | Student Refunds | 9/20/2018 | \$602.00 11-0000-203-000 |
| 0006533 | ICC Student | Student Refunds | 9/20/2018 | \$1,098.39 11-0000-203-000 |

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| 0006534 | ICC Student | Student Refunds | 9/20/2018 | \$4,587.66 11-0000-203-000 |
| 0006535 | ICC Student | Student Refunds | 9/20/2018 | \$3,140.24 11-0000-203-000 |
| 0006536 | ICC Student | Student Refunds | 9/20/2018 | \$1,346.00 11-0000-203-000 |
| 0006537 | ICC Student | Student Refunds | 9/20/2018 | \$557.20 11-0000-203-000 |
| 0006538 | ICC Student | Student Refunds | 9/20/2018 | \$3,520.00 11-0000-203-000 |
| 0006539 | ICC Student | Student Refunds | 9/20/2018 | \$2,170.00 11-0000-203-000 |
| 0006540 | ICC Student | Student Refunds | 9/20/2018 | \$874.17 11-0000-203-000 |
| 0006541 | ICC Student | Student Refunds | 9/20/2018 | \$4,272.03 11-0000-203-000 |
| 0006542 | ICC Student | Student Refunds | 9/20/2018 | \$800.00 11-0000-203-000 |
| 0006543 | ICC Student | Student Refunds | 9/20/2018 | \$693.35 11-0000-203-000 |
| 0006544 | ICC Student | Student Refunds | 9/20/2018 | \$1,012.45 11-0000-203-000 |
| 0006545 | ICC Student | Student Refunds | 9/20/2018 | \$620.03 11-0000-203-000 |
| 0006546 | ICC Student | Student Refunds | 9/20/2018 | \$93.55 11-0000-203-000 |
| 0006547 | ICC Student | Student Refunds | 9/20/2018 | \$1,679.21 11-0000-203-000 |
| 0006548 | ICC Student | Student Refunds | 9/20/2018 | \$2,377.60 11-0000-203-000 |
| 0006549 | ICC Student | Student Refunds | 9/20/2018 | \$371.91 11-0000-203-000 |
| 0006550 | ICC Student | Student Refunds | 9/20/2018 | \$2,045.05 11-0000-203-000 |
| 0006551 | ICC Student | Student Refunds | 9/20/2018 | \$1,671.72 11-0000-203-000 |
| 0006552 | ICC Student | Student Refunds | 9/20/2018 | \$1,490.00 11-0000-203-000 |
| 0006553 | ICC Student | Student Refunds | 9/20/2018 | \$694.79 11-0000-203-000 |
| 0006554 | ICC Student | Student Refunds | 9/20/2018 | \$1,165.00 11-0000-203-000 |
| 0006555 | ICC Student | Student Refunds | 9/20/2018 | \$727.45 11-0000-203-000 |
| 0006556 | ICC Student | Student Refunds | 9/20/2018 | \$1,781.00 11-0000-203-000 |
| 0006557 | ICC Student | Student Refunds | 9/20/2018 | \$1,573.00 11-0000-203-000 |
| 0006558 | ICC Student | Student Refunds | 9/20/2018 | \$50.00 11-0000-203-000 |
| 0006559 | ICC Student | Student Refunds | 9/20/2018 | \$1,271.37 11-0000-203-000 |
| 0006560 | ICC Student | Student Refunds | 9/20/2018 | \$809.72 11-0000-203-000 |
| 0006561 | ICC Student | Student Refunds | 9/20/2018 | \$742.00 11-0000-203-000 |
| 0006562 | ICC Student | Student Refunds | 9/20/2018 | \$1,007.37 11-0000-203-000 |
| 0006563 | ICC Student | Student Refunds | 9/20/2018 | \$171.36 11-0000-203-000 |
| 0006564 | ICC Student | Student Refunds | 9/20/2018 | \$1,292.00 11-0000-203-000 |
| 0006565 | ICC Student | Student Refunds | 9/20/2018 | \$200.00 11-0000-203-000 |
| 0006566 | ICC Student | Student Refunds | 9/20/2018 | \$578.00 11-0000-203-000 |
| 0006567 | ICC Student | Student Refunds | 9/20/2018 | \$2,024.02 11-0000-203-000 |
| 0006568 | ICC Student | Student Refunds | 9/20/2018 | \$1,787.59 11-0000-203-000 |
| 0006569 | ICC Student | Student Refunds | 9/20/2018 | \$1,848.00 11-0000-203-000 |
| 0006570 | ICC Student | Student Refunds | 9/20/2018 | \$494.02 11-0000-203-000 |

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| 0006571 | ICC Student | Student Refunds | 9/20/2018 | \$236.27 11-0000-203-000 |
| 0006572 | ICC Student | Student Refunds | 9/20/2018 | \$1,332.00 11-0000-203-000 |
| 0006573 | ICC Student | Student Refunds | 9/20/2018 | \$1,262.14 11-0000-203-000 |
| 0006574 | ICC Student | Student Refunds | 9/20/2018 | \$3,443.00 11-0000-203-000 |
| 0006575 | ICC Student | Student Refunds | 9/20/2018 | \$1,438.67 11-0000-203-000 |
| 0006576 | ICC Student | Student Refunds | 9/20/2018 | \$446.27 11-0000-203-000 |
| 0006577 | ICC Student | Student Refunds | 9/20/2018 | \$710.82 11-0000-203-000 |
| 0006578 | ICC Student | Student Refunds | 9/20/2018 | \$1,274.50 11-0000-203-000 |
| 0006579 | ICC Student | Student Refunds | 9/20/2018 | \$2,705.08 11-0000-203-000 |
| 0006580 | ICC Student | Student Refunds | 9/20/2018 | \$517.17 11-0000-203-000 |
| 0006581 | ICC Student | Student Refunds | 9/20/2018 | \$2,028.02 11-0000-203-000 |
| 0006582 | ICC Student | Student Refunds | 9/20/2018 | \$2,737.14 11-0000-203-000 |
| 0006583 | ICC Student | Student Refunds | 9/20/2018 | \$225.42 11-0000-203-000 |
| 0006584 | ICC Student | Student Refunds | 9/20/2018 | \$2,016.02 11-0000-203-000 |
| 0006585 | ICC Student | Student Refunds | 9/20/2018 | \$986.00 11-0000-203-000 |
| 0006586 | ICC Student | Student Refunds | 9/20/2018 | \$397.47 11-0000-203-000 |
| 0006587 | ICC Student | Student Refunds | 9/20/2018 | \$411.00 11-0000-203-000 |
| 0006588 | ICC Student | Student Refunds | 9/20/2018 | \$2,106.43 11-0000-203-000 |
| 0006589 | ICC Student | Student Refunds | 9/20/2018 | \$297.00 11-0000-203-000 |
| 0006590 | ICC Student | Student Refunds | 9/20/2018 | \$298.86 11-0000-203-000 |
| 0006590 | ICC Student | Student Refunds | 9/20/2018 | \$158.99 11-0000-203-000 |
| 0006591 | ICC Student | Student Refunds | 9/20/2018 | \$1,305.26 11-0000-203-000 |
| 0006592 | ICC Student | Student Refunds | 9/20/2018 | \$1,029.14 11-0000-203-000 |
| 0006593 | ICC Student | Student Refunds | 9/20/2018 | \$923.00 11-0000-203-000 |
| 0006594 | ICC Student | Student Refunds | 9/20/2018 | \$252.00 11-0000-203-000 |
| 0006595 | ICC Student | Student Refunds | 9/20/2018 | \$783.00 11-0000-203-000 |
| 0006596 | ICC Student | Student Refunds | 9/20/2018 | \$599.00 11-0000-203-000 |
| 0006597 | ICC Student | Student Refunds | 9/20/2018 | \$1,381.87 11-0000-203-000 |
| 0006598 | ICC Student | Student Refunds | 9/20/2018 | \$524.00 11-0000-203-000 |
| 0006599 | ICC Student | Student Refunds | 9/20/2018 | \$704.79 11-0000-203-000 |
| 0006600 | ICC Student | Student Refunds | 9/20/2018 | \$1,012.37 11-0000-203-000 |
| 0006601 | ICC Student | Student Refunds | 9/20/2018 | \$65.00 11-0000-203-000 |
| 0006602 | ICC Student | Student Refunds | 9/20/2018 | \$2,437.24 11-0000-203-000 |
| 0006603 | ICC Student | Student Refunds | 9/20/2018 | \$379.00 11-0000-203-000 |
| 0006604 | ICC Student | Student Refunds | 9/20/2018 | \$1,761.00 11-0000-203-000 |
| 0006605 | ICC Student | Student Refunds | 9/20/2018 | \$338.66 11-0000-203-000 |
| 0006606 | ICC Student | Student Refunds | 9/20/2018 | \$3,583.05 11-0000-203-000 |

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| 0006607 | ICC Student | Student Refunds | 9/20/2018 | \$1,128.00 11-0000-203-000 |
| 0006608 | ICC Student | Student Refunds | 9/20/2018 | \$2,265.45 11-0000-203-000 |
| 0006609 | ICC Student | Student Refunds | 9/20/2018 | \$324.97 11-0000-203-000 |
| 0006610 | ICC Student | Student Refunds | 9/20/2018 | \$576.14 11-0000-203-000 |
| 0006610 | ICC Student | Student Refunds | 9/20/2018 | \$405.00 11-0000-203-000 |
| 0006611 | ICC Student | Student Refunds | 9/20/2018 | \$528.92 11-0000-203-000 |
| 0006612 | ICC Student | Student Refunds | 9/20/2018 | \$298.14 11-0000-203-000 |
| 0006613 | ICC Student | Student Refunds | 9/20/2018 | \$579.69 11-0000-203-000 |
| 0006614 | ICC Student | Student Refunds | 9/20/2018 | \$339.51 11-0000-203-000 |
| 0006615 | ICC Student | Student Refunds | 9/20/2018 | \$633.00 11-0000-203-000 |
| 0006616 | ICC Student | Student Refunds | 9/20/2018 | \$2,075.00 11-0000-203-000 |
| 0006617 | ICC Student | Student Refunds | 9/20/2018 | \$338.66 11-0000-203-000 |
| 0006618 | ICC Student | Student Refunds | 9/20/2018 | \$1,125.14 11-0000-203-000 |
| 0006619 | ICC Student | Student Refunds | 9/20/2018 | \$1,315.58 11-0000-203-000 |
| 0006620 | ICC Student | Student Refunds | 9/20/2018 | \$291.43 11-0000-203-000 |
| 0006621 | ICC Student | Student Refunds | 9/20/2018 | \$1,693.00 11-0000-203-000 |
| 0006622 | ICC Student | Student Refunds | 9/20/2018 | \$466.14 11-0000-203-000 |
| 0006623 | ICC Student | Student Refunds | 9/20/2018 | \$456.14 11-0000-203-000 |
| 0006624 | ICC Student | Student Refunds | 9/20/2018 | \$870.00 11-0000-203-000 |
| 0006625 | ICC Student | Student Refunds | 9/20/2018 | \$1,688.05 11-0000-203-000 |
| 0006626 | ICC Student | Student Refunds | 9/20/2018 | \$900.97 11-0000-203-000 |
| 0006627 | ICC Student | Student Refunds | 9/20/2018 | \$1,245.74 11-0000-203-000 |
| 0006628 | ICC Student | Student Refunds | 9/20/2018 | \$2,241.00 11-0000-203-000 |
| 0006629 | ICC Student | Student Refunds | 9/20/2018 | \$1,503.45 11-0000-203-000 |
| 0006630 | ICC Student | Student Refunds | 9/20/2018 | \$655.00 11-0000-203-000 |
| 0006631 | ICC Student | Student Refunds | 9/20/2018 | \$366.14 11-0000-203-000 |
| 0006632 | ICC Student | Student Refunds | 9/20/2018 | \$533.00 11-0000-203-000 |
| 0006633 | ICC Student | Student Refunds | 9/20/2018 | \$1,963.37 11-0000-203-000 |
| 0006634 | ICC Student | Student Refunds | 9/20/2018 | \$1,537.28 11-0000-203-000 |
| 0006635 | ICC Student | Student Refunds | 9/20/2018 | \$1,458.00 11-0000-203-000 |
| 0006636 | ICC Student | Student Refunds | 9/20/2018 | \$37.00 11-0000-203-000 |
| 0006637 | ICC Student | Student Refunds | 9/20/2018 | \$338.66 11-0000-203-000 |
| 0006638 | ICC Student | Student Refunds | 9/20/2018 | \$1,840.00 11-0000-203-000 |
| 0006639 | ICC Student | Student Refunds | 9/20/2018 | \$3,066.41 11-0000-203-000 |
| 0006640 | ICC Student | Student Refunds | 9/20/2018 | \$1,263.37 11-0000-203-000 |
| 0006641 | ICC Student | Student Refunds | 9/20/2018 | \$3,482.41 11-0000-203-000 |
| 0006642 | ICC Student | Student Refunds | 9/20/2018 | \$446.14 11-0000-203-000 |

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| 0006643 | ICC Student | Student Refunds | 9/20/2018 | \$423.00 11-0000-203-000 |
| 0006644 | ICC Student | Student Refunds | 9/20/2018 | \$526.66 11-0000-203-000 |
| 0006645 | ICC Student | Student Refunds | 9/20/2018 | \$990.00 11-0000-203-000 |
| 0006646 | ICC Student | Student Refunds | 9/20/2018 | \$75.25 11-0000-203-000 |
| 0006647 | ICC Student | Student Refunds | 9/20/2018 | \$33.60 11-0000-203-000 |
| 0006648 | ICC Student | Student Refunds | 9/20/2018 | \$182.00 11-0000-203-000 |
| 0006649 | ICC Student | Student Refunds | 9/20/2018 | \$116.05 11-0000-203-000 |
| 0006650 | ICC Student | Student Refunds | 9/20/2018 | \$1,478.00 11-0000-203-000 |
| 0006651 | ICC Student | Student Refunds | 9/20/2018 | \$380.00 11-0000-203-000 |
| 0006652 | ICC Student | Student Refunds | 9/20/2018 | \$1,763.00 11-0000-203-000 |
| 0006653 | ICC Student | Student Refunds | 9/20/2018 | \$1,298.37 11-0000-203-000 |
| 0006654 | ICC Student | Student Refunds | 9/20/2018 | \$359.00 11-0000-203-000 |
| 0006655 | ICC Student | Student Refunds | 9/20/2018 | \$2,178.00 11-0000-203-000 |
| 0006656 | ICC Student | Student Refunds | 9/20/2018 | \$1,099.14 11-0000-203-000 |
| 0006657 | ICC Student | Student Refunds | 9/20/2018 | \$1,833.00 11-0000-203-000 |
| 0006658 | ICC Student | Student Refunds | 9/20/2018 | \$93.55 11-0000-203-000 |
| 0006659 | ICC Student | Student Refunds | 9/20/2018 | \$93.55 11-0000-203-000 |
| 0006660 | ICC Student | Student Refunds | 9/20/2018 | \$1,905.00 11-0000-203-000 |
| 0006661 | ICC Student | Student Refunds | 9/20/2018 | \$249.14 11-0000-203-000 |
| 0006662 | ICC Student | Student Refunds | 9/20/2018 | \$1,758.00 11-0000-203-000 |
| 0006663 | ICC Student | Student Refunds | 9/20/2018 | \$1,505.14 11-0000-203-000 |
| 0006664 | ICC Student | Student Refunds | 9/20/2018 | \$1,499.14 11-0000-203-000 |
| 0006665 | ICC Student | Student Refunds | 9/20/2018 | \$1,323.00 11-0000-203-000 |
| 0006666 | ICC Student | Student Refunds | 9/20/2018 | \$1,000.00 11-0000-203-000 |
| 0006667 | ICC Student | Student Refunds | 9/20/2018 | \$644.60 11-0000-203-000 |
| 0006668 | ICC Student | Student Refunds | 9/20/2018 | \$4,143.00 11-0000-203-000 |
| 0006669 | ICC Student | Student Refunds | 9/20/2018 | \$180.00 11-0000-203-000 |
| 0006670 | ICC Student | Student Refunds | 9/20/2018 | \$547.78 11-0000-203-000 |
| 0006671 | ICC Student | Student Refunds | 9/20/2018 | \$2,726.00 11-0000-203-000 |
| 0006672 | ICC Student | Student Refunds | 9/20/2018 | \$1,416.14 11-0000-203-000 |
| 0006673 | ICC Student | Student Refunds | 9/20/2018 | \$360.00 11-0000-203-000 |
| 0006674 | Smith, Joanne | Joanne Smith Invoice August 2018 | 9/20/2018 | \$1,312.50 11-6300-661-000 |
| 0006674 | Smith, Joanne | Joanne Smith Invoice August 2018 | 9/20/2018 | \$1,370.88 11-6300-661-000 |
| 0006675 | Joyce-Hoven, Hannah | producing dir. fee- INGE | 9/20/2018 | \$2,500.00 11-6300-661-000 |
| 0006676 | Cable One, Inc. | ICC West Cable TV Services | 9/20/2018 | \$200.39 11-6500-636-000 |
| 0006676 | Cable One, Inc. | Main Campus Internet | 9/20/2018 | \$2,250.00 11-6500-636-000 |
| 0006676 | Cable One, Inc. | ICC West Internet | 9/20/2018 | \$900.00 11-6500-636-000 |

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| 0006677 | J. America | Basic T-shirts for Resale, LCU design | 9/20/2018 | \$669.07 16-9300-742-000 |
| 0006678 | Southeast Kansas Living | advertisement in SE KS living | 9/20/2018 | \$48.75 11-6300-615-000 |
| 0006678 | Southeast Kansas Living | Fall College Advertisement | 9/20/2018 | \$48.75 11-6300-615-000 |
| 0006679 | CI Sport | Imprinted Clothing For Resale | 9/20/2018 | \$411.95 16-9300-742-000 |
| 0006679 | CI Sport | Imprinted Clothing for Resale | 9/20/2018 | \$804.57 16-9300-742-000 |
| 0006679 | CI Sport | Imprinted Clothing for Resale | 9/20/2018 | \$690.46 16-9300-742-000 |
| 0006679 | CI Sport | Imprinted Clothing for Resale | 9/20/2018 | \$592.87 16-9300-742-000 |
| 0006680 | AT&T | Phone Services | 9/20/2018 | \$53.71 11-6500-631-000 |
| 0006681 | Toyota Financial Services | 03 0412 CA758 | 9/20/2018 | \$543.00 11-7200-645-000 |
| 0006681 | Toyota Financial Services | 03 0412 CA757 | 9/20/2018 | \$543.00 11-7200-645-000 |
| 0006681 | Toyota Financial Services | 03 0412 BX6065 | 9/20/2018 | \$375.89 11-7200-645-000 |
| 0006681 | Toyota Financial Services | 03 0412 BT557 | 9/20/2018 | \$528.69 11-7200-645-000 |
| 0006682 | IMA Insurance, Inc | commercial auto- install 4of 8 | 9/20/2018 | \$2,738.74 11-6500-622-000 |
| 0006682 | IMA Insurance, Inc | educators legal liability 4of8 | 9/20/2018 | \$928.12 11-6500-622-000 |
| 0006682 | IMA Insurance, Inc | umbrella excess 4of8 | 9/20/2018 | \$312.68 11-6500-622-000 |
| 0006683 | Indy Print Services | OK to Pay Stamps | 9/20/2018 | \$63.00 11-4220-701-000 |
| 0006684 | O'Reilly Auto Parts | vac tubing for windshield washer | 9/20/2018 | \$130.07 11-7200-649-000 |
| 0006685 | Ellucian Company, L.P. | October managed services | 9/20/2018 | \$4,058.00 11-6600-646-000 |
| 0006686 | Vendor Services Group | Rental Agreement for October | 9/20/2018 | \$905.99 11-6500-646-000 |
| 0006687 | SmashDiscount aka Casemetro, LLC | Earbuds, Charging Cables for Resale | 9/20/2018 | \$266.60 16-9300-740-000 |
| 0006688 | Kopco, Inc. | catalog for footbal media guid | 9/20/2018 | \$71.64 11-6300-615-000 |
| 0006688 | Kopco, Inc. | 16 page catalog | 9/20/2018 | \$71.64 11-6300-615-000 |
| 0006688 | Kopco, Inc. | paper for marketing purposes | 9/20/2018 | \$100.00 11-6300-615-000 |
| 0006688 | Kopco, Inc. | paper for marketing purposes | 9/20/2018 | \$100.00 11-6300-615-000 |
| 0006688 | Kopco, Inc. | paper for marketing purposes | 9/20/2018 | \$100.00 11-6300-615-000 |
| 0006688 | Kopco, Inc. | paper for marketing purposes | 9/20/2018 | \$100.00 11-6300-615-000 |
| 0006689 | Emert Chub Reynolds, LLC | Legal Services | 9/20/2018 | \$1,266.13 11-6000-662-000 |
| 0006690 | The Fanatic Group | Mugs, Padholder, Memo pads, for Resale | 9/20/2018 | \$316.61 16-9300-740-000 |
| 0006691 | Unitas Global Kansas City, Inc | Unitas Backup | 9/20/2018 | \$2,333.23 11-6600-646-000 |
| 0006692 | Four State Maintenance Supply, Inc. | 4 cases bullet proof floor wax | 9/20/2018 | \$256.14 11-7100-708-000 |
| 0006692 | Four State Maintenance Supply, Inc. | 4 cases bullet proof floor wax | 9/20/2018 | \$418.15 11-7100-708-000 |
| 0006693 | Inceptia | 28 verifications | 9/20/2018 | \$770.00 11-5200-646-000 |
| 0006694 | U-Trau Inc. | Women's Shirts for Resale | 9/20/2018 | \$1,176.00 16-9300-742-000 |
| 0006694 | U-Trau Inc. | Women's Shirts for Resale | 9/20/2018 | \$710.40 16-9300-742-000 |
| 0006695 | PSM, LLC | Bluetooth phone finder/phone Fan Displays | 9/20/2018 | \$529.61 16-9300-740-000 |
| 0006696 | Hugo's Industrial Supply, Inc | toilet paper; paper towels; trash bags; vinyl gloves | 9/20/2018 | \$362.17 11-7100-708-000 |
| 0006697 | Independence Daily Reporter | Classified Ads | 9/20/2018 | \$289.05 11-6110-615-000 |

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| 0006697 | Independence Daily Reporter | marketing ads | 9/20/2018 | \$289.05 11-6300-615-000 |
| 0006698 | Nelnet | monthly hosting and maintenanc | 9/20/2018 | \$782.00 11-6500-695-000 |
| 0006699 | Pitney Bowes | Postage | 9/20/2018 | \$2,000.00 11-6500-646-000 |
| 0006700 | Pearson Education | Textbooks for Loan Program | 9/20/2018 | \$4,115.12 16-9300-743-000 |
| 0006701 | Great Western Dining Service , Inc. | Faculty Reception | 9/20/2018 | \$159.00 11-4200-602-000 |
| 0006701 | Great Western Dining Service , Inc. | 307 stu and 14 coa | 9/20/2018 | \$18,672.57 16-9600-602-000 |
| 0006701 | Great Western Dining Service , Inc. | Employee and Guest meal charge | 9/20/2018 | \$231.00 16-9600-602-000 |
| 0006701 | Great Western Dining Service , Inc. | Student meal charges | 9/20/2018 | \$120.87 16-9600-602-000 |
| 0006702 | Bluffstone: The Villas at Independence LLC | ICC Student Housing Refund | 9/20/2018 | \$298.00 11-0000-203-000 |
| 0006702 | Bluffstone: The Villas at Independence LLC | ICC Student Housing Refund | 9/20/2018 | \$1,282.00 11-0000-203-000 |
| 0006702 | Bluffstone: The Villas at Independence LLC | ICC Student Housing Refund | 9/20/2018 | \$666.00 11-0000-203-000 |
| 0006702 | Bluffstone: The Villas at Independence LLC | ICC Student Housing Refund | 9/20/2018 | \$1,975.00 11-0000-203-000 |
| 0006702 | Bluffstone: The Villas at Independence LLC | ICC Student Housing Refund | 9/20/2018 | \$2,175.00 11-0000-203-000 |
| 0006702 | Bluffstone: The Villas at Independence LLC | ICC Student Housing Refund | 9/20/2018 | \$73.00 11-0000-203-000 |
| 0006702 | Bluffstone: The Villas at Independence LLC | ICC Student Housing Refund | 9/20/2018 | \$2,175.00 11-0000-203-000 |
| 0006702 | Bluffstone: The Villas at Independence LLC | ICC Student Housing Refund | 9/20/2018 | \$1,189.98 11-0000-203-000 |
| 0006702 | Bluffstone: The Villas at Independence LLC | ICC Student Housing Refund | 9/20/2018 | \$1,026.00 11-0000-203-000 |
| 0006702 | Bluffstone: The Villas at Independence LLC | ICC Student Housing Refund | 9/20/2018 | \$1,975.00 11-0000-203-000 |
| 0006702 | Bluffstone: The Villas at Independence LLC | ICC Student Housing Refund | 9/20/2018 | \$1,975.00 11-0000-203-000 |
| 0006702 | Bluffstone: The Villas at Independence LLC | ICC Student Housing Refund | 9/20/2018 | \$1,975.00 11-0000-203-000 |
| 0006702 | Bluffstone: The Villas at Independence LLC | ICC Student Housing Refund | 9/20/2018 | \$873.00 11-0000-203-000 |
| 0006702 | Bluffstone: The Villas at Independence LLC | ICC Student Housing Refund | 9/20/2018 | \$198.00 11-0000-203-000 |
| 0006702 | Bluffstone: The Villas at Independence LLC | ICC Student Housing Refund | 9/20/2018 | \$1,975.00 11-0000-203-000 |
| 0006702 | Bluffstone: The Villas at Independence LLC | ICC Student Housing Refund | 9/20/2018 | \$145.37 11-0000-203-000 |
| 0006702 | Bluffstone: The Villas at Independence LLC | ICC Student Housing Refund | 9/20/2018 | \$223.00 11-0000-203-000 |
| 0006702 | Bluffstone: The Villas at Independence LLC | ICC Student Housing Refund | 9/20/2018 | \$123.00 11-0000-203-000 |
| 0006702 | Bluffstone: The Villas at Independence LLC | ICC Student Housing Refund | 9/20/2018 | \$1,118.00 11-0000-203-000 |
| 0006702 | Bluffstone: The Villas at Independence LLC | ICC Student Housing Refund | 9/20/2018 | \$239.17 11-0000-203-000 |
| 0006702 | Bluffstone: The Villas at Independence LLC | ICC Student Housing Refund | 9/20/2018 | \$1,806.37 11-0000-203-000 |
| 0006702 | Bluffstone: The Villas at Independence LLC | ICC Student Housing Refund | 9/20/2018 | \$223.00 11-0000-203-000 |
| 0006702 | Bluffstone: The Villas at Independence LLC | ICC Student Housing Refund | 9/20/2018 | \$653.97 11-0000-203-000 |
| 0006702 | Bluffstone: The Villas at Independence LLC | ICC Student Housing Refund | 9/20/2018 | \$579.31 11-0000-203-000 |
| 0006702 | Bluffstone: The Villas at Independence LLC | ICC Student Housing Refund | 9/20/2018 | \$292.00 11-0000-203-000 |
| 0006702 | Bluffstone: The Villas at Independence LLC | ICC Student Housing Refund | 9/20/2018 | \$2,175.00 11-0000-203-000 |
| 0006702 | Bluffstone: The Villas at Independence LLC | ICC Student Housing Refund | 9/20/2018 | \$1,093.00 11-0000-203-000 |
| 0006702 | Bluffstone: The Villas at Independence LLC | ICC Student Housing Refund | 9/20/2018 | \$1,946.00 11-0000-203-000 |
| 0006702 | Bluffstone: The Villas at Independence LLC | ICC Student Housing Refund | 9/20/2018 | \$1,775.00 11-0000-203-000 |

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| 0006703 | ICC Student Housing | ICC Student Housing Refund | 9/20/2018 | \$1,425.00 11-0000-203-000 |
| 0006703 | ICC Student Housing | ICC Student Housing Refund | 9/20/2018 | \$1,425.00 11-0000-203-000 |
| 0006703 | ICC Student Housing | ICC Student Housing Refund | 9/20/2018 | \$1,425.00 11-0000-203-000 |
| 0006703 | ICC Student Housing | ICC Student Housing Refund | 9/20/2018 | \$107.00 11-0000-203-000 |
| 0006703 | ICC Student Housing | ICC Student Housing Refund | 9/20/2018 | \$1,225.00 11-0000-203-000 |
| 0006703 | ICC Student Housing | ICC Student Housing Refund | 9/20/2018 | \$23.00 11-0000-203-000 |
| 0006704 | ICC Student | Previous Balance Refund | 9/20/2018 | \$408.00 11-0000-203-000 |
| 0006705 | ICC Student | Previous Balance Refund | 9/20/2018 | \$632.00 11-0000-203-000 |
| 0006706 | ICC Student | Previous Balance Refund | 9/20/2018 | \$495.00 11-0000-203-000 |
| 0006707 | ICC Student | Previous Balance Refund | 9/20/2018 | \$275.50 11-0000-203-000 |
| 0006708 | ICC Student | Previous Balance Refund | 9/20/2018 | \$847.58 11-0000-203-000 |
| 0006709 | ICC Student | Previous Balance Refund | 9/20/2018 | \$408.00 11-0000-203-000 |
| 0006710 | ICC Student | Previous Balance Refund | 9/20/2018 | \$241.01 11-0000-203-000 |
| 0006711 | ICC Student | Previous Balance Refund | 9/20/2018 | \$204.00 11-0000-203-000 |
| 0006712 | ICC Student | Previous Balance Refund | 9/20/2018 | \$368.21 11-0000-203-000 |
| 0006713 | ICC Student | Previous Balance Refund | 9/20/2018 | \$115.00 11-0000-203-000 |
| 0006714 | ICC Student | Previous Balance Refund | 9/20/2018 | \$304.26 11-0000-203-000 |
| 0006715 | ICC Student | Previous Balance Refund | 9/20/2018 | \$298.00 11-0000-203-000 |
| 0006716 | ICC Student | Previous Balance Refund | 9/20/2018 | \$1,217.00 11-0000-203-000 |
| 0006717 | ICC Student | Previous Balance Refund | 9/20/2018 | \$375.39 11-0000-203-000 |
| 0006718 | ICC Student | Previous Balance Refund | 9/20/2018 | \$695.00 11-0000-203-000 |
| 0006719 | ICC Student | Previous Balance Refund | 9/20/2018 | \$376.00 11-0000-203-000 |
| 0006719 | ICC Student | Previous Balance Refund | 9/20/2018 | \$301.00 11-0000-203-000 |
| 0006720 | ICC Student | Previous Balance Refund | 9/20/2018 | \$362.00 11-0000-203-000 |
| 0006721 | Floyd, Taylor | Student Life - Reimb. for purchase on personal card for computer supplies | 9/20/2018 | \$140.42 11-5700-693-000 |
| 0006722 | McAnany, Van Cleave & Phillips Law | Legal Services | 9/20/2018 | \$795.50 11-6500-530-001 |
| 0006722 | McAnany, Van Cleave & Phillips Law | Legal Services | 9/20/2018 | \$2,269.50 11-6500-530-001 |
| 0006722 | McAnany, Van Cleave & Phillips Law | Legal Services | 9/20/2018 | \$876.50 11-6500-530-001 |
| 0006723 | IMA Insurance, Inc | Adding 2014 Ram Van | 9/20/2018 | \$588.00 11-6500-622-000 |
| 0006723 | IMA Insurance, Inc | add ford 0346 dlt ford 7635 | 9/20/2018 | \$299.00 11-6500-622-000 |
| 0006724 | Cornerstone Family Fitness | Athletic Dept. - Fall Membership for Softball to use cornerstone for indoor practice | 9/20/2018 | \$1,750.00 11-5500-646-000 |
| 0006725 | Meadows, Erica | Netflix Merchandise Account - enbroidery on shirts for resale | 9/20/2018 | \$96.00 16-9300-742-001 |
| 0006726 | Assist for Student Athletes | MBB - scouting service for Men's basketball recruiting | 9/20/2018 | \$300.00 11-5520-617-000 |
| 0006727 | Jocks Nitch | Football - gear | 9/20/2018 | \$1,042.50 11-5510-698-000 |
| 0006728 | Auto Tag Office | Tag Registration Fab Lab Van | 9/20/2018 | \$56.08 11-7200-645-000 |
| 0006729 | ICC Student | Student Refunds | 9/21/2018 | \$2,752.00 11-0000-203-000 |
| 0006730 | ICC Student | Student Refunds | 9/27/2018 | \$312.00 11-0000-203-000 |

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| 0006731 | Cable One, Inc. | Cable TV-Student Union | 9/27/2018 | \$135.87 | 11-6500-636-000 |
| 0006732 | Ferguson, Jinger | Lighting and Sound at Graduation | 9/27/2018 | \$100.00 | 11-5400-708-000 |
| 0006733 | Merchants Automotive Group | 2017 Ford T350 (92454) | 9/27/2018 | \$795.00 | 11-7200-645-000 |
| 0006733 | Merchants Automotive Group | 2017 Ford T350 (92453) | 9/27/2018 | \$795.00 | 11-7200-645-000 |
| 0006733 | Merchants Automotive Group | 2017 Ford T350 (92452) | 9/27/2018 | \$795.00 | 11-7200-645-000 |
| 0006734 | AT&T | Phone/Fax Svc; Main & Dorms | 9/27/2018 | \$1,463.30 | 11-6500-631-000 |
| 0006734 | AT&T | Phone/Fax Service; Main Campus | 9/27/2018 | \$1,712.76 | 11-6500-631-000 |
| 0006735 | Atmos Energy | Student Union | 9/27/2018 | \$525.62 | 11-6500-633-000 |
| 0006735 | Atmos Energy | Fine Arts | 9/27/2018 | \$68.44 | 11-6500-633-000 |
| 0006735 | Atmos Energy | Field house | 9/27/2018 | \$165.31 | 11-6500-633-000 |
| 0006735 | Atmos Energy | Maintenance | 9/27/2018 | \$45.36 | 11-6500-633-000 |
| 0006735 | Atmos Energy | Academic Bldg | 9/27/2018 | \$290.08 | 11-6500-633-000 |
| 0006735 | Atmos Energy | Cessna Bldg | 9/27/2018 | \$45.41 | 11-6500-633-000 |
| 0006735 | Atmos Energy | ICC West | 9/27/2018 | \$96.64 | 11-6500-633-000 |
| 0006736 | Linn Design, Inc. | Netflix merchandise account sales - supplies for netflix merchandise sales | 9/27/2018 | \$1,765.00 | 16-9300-742-001 |
| 0006737 | Hasselmann's Floral & Gifts | Sympathy Plants/Tim Valentine family/Robin Wulf | 9/27/2018 | \$120.00 | 11-6100-693-000 |
| 0006738 | Independence Daily Reporter | IDR Correction | 9/27/2018 | \$66.55 | 11-6110-615-000 |
| 0006739 | Pitney Bowes | Ink/Tape | 9/27/2018 | \$858.46 | 11-6500-646-000 |
| 0006739 | Pitney Bowes | Cleaning Kit | 9/27/2018 | \$36.99 | 11-6500-646-000 |
| 0006740 | United States Postal Service | BRMFund | 9/27/2018 | \$300.00 | 11-6500-611-000 |
| 0006740 | United States Postal Service | Bulk Mail Annual Fee | 9/27/2018 | \$225.00 | 11-6500-611-000 |
| 0006741 | Independence USD #446 | IHS FFA Sponsorship (Vet Tech) | 9/27/2018 | \$100.00 | 71-1220-285-001 |
| 0006742 | Xerox Corporation | Printer Maintenance/Supplies | 9/27/2018 | \$2,598.32 | 11-6500-646-000 |
| 0006743 | Great Western Dining Service , Inc. | 307 Stu/14 coa | 9/27/2018 | \$18,672.57 | 16-9600-602-000 |
| 0006743 | Great Western Dining Service , Inc. | Employee Meal Charges | 9/27/2018 | \$200.77 | 16-9600-602-000 |
| 0006743 | Great Western Dining Service , Inc. | student meal charges | 9/27/2018 | \$125.03 | 16-9600-602-000 |
| 0006744 | ICC Student | Student Refunds | 9/27/2018 | \$521.14 | 11-0000-203-000 |
| 0006745 | Curtis, Jason | Lighting and Sound at Graduation | 9/27/2018 | \$100.00 | 11-5400-708-000 |
| 0006746 | ICC Student | Student Refunds | 9/27/2018 | \$112.00 | 11-0000-203-000 |
| 0006747 | ICC Student | Student Refunds | 9/27/2018 | \$177.32 | 11-0000-203-000 |
| 0006748 | ICC Student | Student Refunds | 9/27/2018 | \$144.00 | 11-0000-203-000 |
| EFT000000001040 | Kansas Department of Revenue-Sales Tax | July City Sales tax | 9/10/2018 | \$144.77 | 11-0100-217-000 |
| EFT000000001041 | ICC Student | Student Refunds | 9/19/2018 | \$2,708.18 | 11-0000-203-000 |
| EFT000000001042 | ICC Student | Student Refunds | 9/19/2018 | \$2,907.00 | 11-0000-203-000 |
| EFT000000001043 | ICC Student | Student Refunds | 9/19/2018 | \$1,325.05 | 11-0000-203-000 |
| EFT000000001044 | ICC Student | Student Refunds | 9/19/2018 | \$4,032.45 | 11-0000-203-000 |
| EFT000000001045 | ICC Student | Student Refunds | 9/19/2018 | \$5,066.24 | 11-0000-203-000 |

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| EFT000000001046 | ICC Student | Student Refunds | 9/19/2018 | \$3,182.24 | 11-0000-203-000 |
| EFT000000001047 | ICC Student | Student Refunds | 9/19/2018 | \$77.00 | 11-0000-203-000 |
| EFT000000001047 | ICC Student | Student Refunds | 9/19/2018 | \$397.72 | 11-0000-203-000 |
| EFT000000001048 | ICC Student | Student Refunds | 9/19/2018 | \$1,654.33 | 11-0000-203-000 |
| EFT000000001049 | ICC Student | Student Refunds | 9/19/2018 | \$3,836.00 | 11-0000-203-000 |
| EFT000000001050 | ICC Student | Student Refunds | 9/19/2018 | \$2,165.00 | 11-0000-203-000 |
| EFT000000001051 | ICC Student | Student Refunds | 9/19/2018 | \$804.00 | 11-0000-203-000 |
| EFT000000001052 | ICC Student | Student Refunds | 9/19/2018 | \$944.99 | 11-0000-203-000 |
| EFT000000001053 | ICC Student | Student Refunds | 9/19/2018 | \$922.00 | 11-0000-203-000 |
| EFT000000001054 | ICC Student | Student Refunds | 9/19/2018 | \$1,121.14 | 11-0000-203-000 |
| EFT000000001056 | ICC Student | Student Refunds | 9/19/2018 | \$1,523.00 | 11-0000-203-000 |
| EFT000000001057 | ICC Student | Student Refunds | 9/19/2018 | \$698.00 | 11-0000-203-000 |
| EFT000000001058 | ICC Student | Student Refunds | 9/19/2018 | \$812.00 | 11-0000-203-000 |
| EFT000000001059 | ICC Student | Student Refunds | 9/19/2018 | \$623.00 | 11-0000-203-000 |
| EFT000000001060 | ICC Student | Student Refunds | 9/19/2018 | \$2,384.60 | 11-0000-203-000 |
| EFT000000001061 | ICC Student | Student Refunds | 9/19/2018 | \$3,914.24 | 11-0000-203-000 |
| EFT000000001062 | ICC Student | Student Refunds | 9/19/2018 | \$262.00 | 11-0000-203-000 |
| EFT000000001063 | ICC Student | Student Refunds | 9/19/2018 | \$254.14 | 11-0000-203-000 |
| EFT000000001064 | ICC Student | Student Refunds | 9/19/2018 | \$1,676.00 | 11-0000-203-000 |
| EFT000000001064 | ICC Student | Student Refunds | 9/19/2018 | \$3.00 | 11-0000-203-000 |
| EFT000000001065 | Kansas Department of Revenue-Sales Tax | City Sales Tax, August | 9/25/2018 | \$34.92 | 11-0100-217-000 |
| EFT000000001065 | Kansas Department of Revenue-Sales Tax | County Sales Tax- August 2018 | 9/25/2018 | \$512.98 | 11-0100-216-000 |
| EFT000000001066 | Brown, Jason Credit Card | Football field paint for the practice field | 9/29/2018 | \$205.05 | 11-5510-698-000 |
| EFT000000001066 | Brown, Jason Credit Card | Football - field paint for football practice field | 9/29/2018 | \$75.00 | 11-5510-698-000 |
| EFT000000001066 | Brown, Jason Credit Card | Football - replacement projector screen due to lightening | 9/29/2018 | \$173.90 | 11-6500-719-000 |
| EFT000000001066 | Brown, Jason Credit Card | Football - replacement projector due to lightening | 9/29/2018 | \$319.49 | 11-6500-719-000 |
| EFT000000001066 | Brown, Jason Credit Card | Football - recruiting tool | 9/29/2018 | \$1,200.00 | 71-5500-285-000 |
| EFT000000001066 | Brown, Jason Credit Card | Football flight expense for speakers | 9/29/2018 | \$851.34 | 71-5510-285-000 |
| EFT000000001066 | Brown, Jason Credit Card | Football - field paint for football practice field | 9/29/2018 | \$282.95 | 11-5510-698-000 |
| EFT000000001067 | Geldenhuis, Tammie Credit Card | Athletic Dept. - Membership dues for T. Turner/T. Geldenhuis | 9/29/2018 | \$426.38 | 11-5500-646-000 |
| EFT000000001068 | Academic Office Credit Card | Get Inclusive Clery Act Student and Staff Program Training | 9/29/2018 | \$1,500.00 | 11-1173-700-000 |
| EFT000000001068 | Academic Office Credit Card | Get Inclusive Clery Act Student and Staff Program Training | 9/29/2018 | \$1,500.00 | 11-5700-693-000 |
| EFT000000001068 | Academic Office Credit Card | Get Inclusive Clery Act Student and Staff Program Training | 9/29/2018 | \$1,500.00 | 11-6110-681-000 |
| EFT000000001068 | Academic Office Credit Card | Rigid Mailers for Diplomas | 9/29/2018 | \$79.80 | 11-5400-708-000 |
| EFT000000001068 | Academic Office Credit Card | TRAVEL EXPENSES | 9/29/2018 | \$43.87 | 11-1140-717-000 |
| EFT000000001068 | Academic Office Credit Card | TRAVEL EXPENSES | 9/29/2018 | \$6.33 | 11-1140-717-000 |
| EFT000000001068 | Academic Office Credit Card | JCCC | 9/29/2018 | \$1,450.00 | 11-6420-682-000 |

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| EFT000000001068 | Academic Office Credit Card | HLC | 9/29/2018 | \$5,209.20 | 11-6420-626-001 |
| EFT000000001069 | Houston, Angela Credit Card | Round trip boarding pass - shuttle bus | 9/29/2018 | \$36.00 | 31-8501-601-000 |
| EFT000000001069 | Houston, Angela Credit Card | meal - 8/5/18 - Wandering Horse Buffet | 9/29/2018 | \$14.57 | 31-8501-601-000 |
| EFT000000001069 | Houston, Angela Credit Card | meal - 8/5/18 - Wandering Horse Buffet | 9/29/2018 | \$37.73 | 31-8501-601-000 |
| EFT000000001069 | Houston, Angela Credit Card | meal - 8/5/18 - Wandering Horse Buffet | 9/29/2018 | \$11.33 | 31-8501-601-000 |
| EFT000000001069 | Houston, Angela Credit Card | meal - 8/8/18 | 9/29/2018 | \$8.57 | 31-8501-601-000 |
| EFT000000001069 | Houston, Angela Credit Card | meal - 8/5/18 - Wandering Horse Buffet | 9/29/2018 | \$9.72 | 31-8501-601-000 |
| EFT000000001070 | Dutton, Ann Credit Card | Lidocaine and Epinephrine required for crash box | 9/29/2018 | \$38.82 | 12-1220-700-000 |
| EFT000000001070 | Dutton, Ann Credit Card | Flour Sac towel for surgery suture lab | 9/29/2018 | \$17.91 | 12-1220-700-000 |
| EFT000000001070 | Dutton, Ann Credit Card | Atropine required for crash box | 9/29/2018 | \$13.90 | 12-1220-700-000 |
| EFT000000001070 | Dutton, Ann Credit Card | Embroidery Hoops for Surgery Suture Labs | 9/29/2018 | \$14.70 | 12-1220-700-000 |
| EFT000000001071 | Henderson, Brad Purchase Card | discount mugs | 9/29/2018 | \$662.00 | 11-6300-615-000 |
| EFT000000001071 | Henderson, Brad Purchase Card | Facebook Ads | 9/29/2018 | \$19.07 | 11-6300-615-000 |
| EFT000000001071 | Henderson, Brad Purchase Card | Facebook Ads | 9/29/2018 | \$312.68 | 11-6300-615-000 |
| EFT000000001071 | Henderson, Brad Purchase Card | Walmart | 9/29/2018 | \$8.96 | 11-6300-615-000 |
| EFT000000001072 | Campus, Breta Credit Card | Office Supply Purchase | 9/29/2018 | \$111.67 | 32-8303-701-000 |
| EFT000000001072 | Campus, Breta Credit Card | Office Supply Purchase | 9/29/2018 | \$7.83 | 32-8303-701-000 |
| EFT000000001073 | Bertie, Brett Credit Card | Speakers for Fablab Class at West | 9/29/2018 | \$19.92 | 11-6600-850-000 |
| EFT000000001073 | Bertie, Brett Credit Card | Office 365 | 9/29/2018 | \$372.30 | 11-6600-852-000 |
| EFT000000001073 | Bertie, Brett Credit Card | Replacement parts for football - lightning damage | 9/29/2018 | \$297.38 | 11-6600-850-000 |
| EFT000000001073 | Bertie, Brett Credit Card | Educause Domain Renewal | 9/29/2018 | \$40.00 | 11-6600-852-000 |
| EFT000000001073 | Bertie, Brett Credit Card | Office 365 Security | 9/29/2018 | \$1.40 | 11-6600-852-000 |
| EFT000000001073 | Bertie, Brett Credit Card | Amazon Web Services | 9/29/2018 | \$3.19 | 11-6600-852-000 |
| EFT000000001074 | Thorton, Brittany Credit Card | Admissions - school supplies for navigator offices (paper, pens, etc. | 9/29/2018 | \$149.16 | 11-5500-701-000 |
| EFT000000001075 | Westerhold, Cody Credit Card | Student Life - supplies for Golf Tournament (tickets/cups/cords) | 9/29/2018 | \$44.43 | 71-5500-285-001 |
| EFT000000001075 | Westerhold, Cody Credit Card | WALMART | 9/29/2018 | \$27.18 | 71-5500-285-001 |
| EFT000000001075 | Westerhold, Cody Credit Card | AMAZON | 9/29/2018 | \$12.95 | 71-5500-285-001 |
| EFT000000001076 | Barwick, Dan Credit Card | Fuel | 9/29/2018 | \$39.33 | 11-7200-721-000 |
| EFT000000001076 | Barwick, Dan Credit Card | Monthly subscription | 9/29/2018 | \$20.00 | 11-6100-693-000 |
| EFT000000001076 | Barwick, Dan Credit Card | Fuel | 9/29/2018 | \$35.52 | 11-7200-721-000 |
| EFT000000001076 | Barwick, Dan Credit Card | Advertising | 9/29/2018 | \$2.91 | 11-6100-693-000 |
| EFT000000001076 | Barwick, Dan Credit Card | Advertising | 9/29/2018 | \$74.06 | 11-6100-693-000 |
| EFT000000001076 | Barwick, Dan Credit Card | Meal/Barwick/O'Malley | 9/29/2018 | \$26.75 | 11-6100-602-000 |
| EFT000000001076 | Barwick, Dan Credit Card | Monthly service | 9/29/2018 | \$49.00 | 11-6100-693-000 |
| EFT000000001076 | Barwick, Dan Credit Card | Community leaders breakfast | 9/29/2018 | \$33.77 | 11-6100-602-000 |
| EFT000000001076 | Barwick, Dan Credit Card | Sub/High School Band | 9/29/2018 | \$218.89 | 11-6100-602-000 |
| EFT000000001077 | Peña, Daniella Credit Card | Volleyball - supplies (tape for floor) | 9/29/2018 | \$48.06 | 11-5530-698-000 |

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| EFT000000001077 | Peña, Daniella Credit Card | WALMART | 9/29/2018 | \$14.45 | 11-5530-698-000 |
| EFT000000001078 | Fab Lab Credit Card | Stem Supplies | 9/29/2018 | \$35.48 | 37-1223-602-002 |
| EFT000000001078 | Fab Lab Credit Card | Stem Supplies | 9/29/2018 | \$57.26 | 37-1223-700-002 |
| EFT000000001078 | Fab Lab Credit Card | Stem Supplies | 9/29/2018 | \$212.79 | 37-1223-602-002 |
| EFT000000001078 | Fab Lab Credit Card | Stem Supplies | 9/29/2018 | \$245.30 | 37-1223-700-002 |
| EFT000000001078 | Fab Lab Credit Card | Stem Supplies | 9/29/2018 | \$41.79 | 37-1223-602-002 |
| EFT000000001078 | Fab Lab Credit Card | Stem Supplies | 9/29/2018 | \$13.84 | 37-1223-700-002 |
| EFT000000001078 | Fab Lab Credit Card | Stem Supplies | 9/29/2018 | \$43.20 | 37-1223-602-002 |
| EFT000000001078 | Fab Lab Credit Card | Stem Supplies | 9/29/2018 | \$231.52 | 37-1223-700-002 |
| EFT000000001078 | Fab Lab Credit Card | Stem Supplies | 9/29/2018 | \$137.36 | 37-1223-602-002 |
| EFT000000001078 | Fab Lab Credit Card | Stem Supplies | 9/29/2018 | \$96.30 | 37-1223-700-002 |
| EFT000000001078 | Fab Lab Credit Card | Stem Supplies | 9/29/2018 | \$65.80 | 37-1223-602-002 |
| EFT000000001078 | Fab Lab Credit Card | Stem Supplies | 9/29/2018 | \$245.70 | 37-1223-700-002 |
| EFT000000001078 | Fab Lab Credit Card | Stem Supplies | 9/29/2018 | \$98.61 | 37-1223-602-002 |
| EFT000000001078 | Fab Lab Credit Card | Stem Supplies | 9/29/2018 | \$117.99 | 37-1223-700-002 |
| EFT000000001078 | Fab Lab Credit Card | Stem Supplies | 9/29/2018 | \$69.99 | 37-1223-602-002 |
| EFT000000001078 | Fab Lab Credit Card | Stem Supplies | 9/29/2018 | \$67.40 | 37-1223-700-002 |
| EFT000000001078 | Fab Lab Credit Card | Stem Supplies | 9/29/2018 | \$115.13 | 37-1223-602-002 |
| EFT000000001078 | Fab Lab Credit Card | Stem Supplies | 9/29/2018 | \$160.56 | 37-1223-700-002 |
| EFT000000001078 | Fab Lab Credit Card | Stem Supplies | 9/29/2018 | \$143.88 | 37-1223-602-002 |
| EFT000000001078 | Fab Lab Credit Card | Stem Supplies | 9/29/2018 | \$111.80 | 37-1223-700-002 |
| EFT000000001078 | Fab Lab Credit Card | Stem Supplies | 9/29/2018 | \$65.34 | 37-1223-602-002 |
| EFT000000001078 | Fab Lab Credit Card | Stem Supplies | 9/29/2018 | \$12.25 | 37-1223-700-002 |
| EFT000000001078 | Fab Lab Credit Card | Supplies for STEM camp | 9/29/2018 | \$103.65 | 37-1223-700-002 |
| EFT000000001078 | Fab Lab Credit Card | STEM supplies | 9/29/2018 | \$69.40 | 37-1223-700-002 |
| EFT000000001078 | Fab Lab Credit Card | Supplies for STEM camp | 9/29/2018 | \$35.60 | 37-1223-602-002 |
| EFT000000001078 | Fab Lab Credit Card | Supplies for STEM camp | 9/29/2018 | \$118.86 | 37-1223-700-002 |
| EFT000000001078 | Fab Lab Credit Card | STEM camp food | 9/29/2018 | \$242.44 | 37-1223-602-002 |
| EFT000000001078 | Fab Lab Credit Card | STEM supplies | 9/29/2018 | \$30.44 | 37-1223-602-002 |
| EFT000000001078 | Fab Lab Credit Card | Supplies for STEM camp | 9/29/2018 | \$245.97 | 37-1223-700-002 |
| EFT000000001078 | Fab Lab Credit Card | Pizza | 9/29/2018 | \$265.89 | 37-1223-602-002 |
| EFT000000001078 | Fab Lab Credit Card | STEM supplies | 9/29/2018 | \$39.55 | 37-1223-700-002 |
| EFT000000001078 | Fab Lab Credit Card | STEM supplies | 9/29/2018 | \$140.87 | 37-1223-700-002 |
| EFT000000001078 | Fab Lab Credit Card | STEM supplies | 9/29/2018 | \$11.82 | 37-1223-602-002 |
| EFT000000001078 | Fab Lab Credit Card | Pizza | 9/29/2018 | \$323.38 | 37-1223-602-002 |
| EFT000000001078 | Fab Lab Credit Card | STEM supplies | 9/29/2018 | \$15.92 | 37-1223-602-002 |
| EFT000000001078 | Fab Lab Credit Card | STEM supplies | 9/29/2018 | \$3.56 | 37-1223-700-002 |

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| EFT000000001078 | Fab Lab Credit Card | STEM supplies | 9/29/2018 | \$6.94 | 37-1223-700-002 |
| EFT000000001078 | Fab Lab Credit Card | STEM cups | 9/29/2018 | \$160.00 | 37-1223-700-002 |
| EFT000000001079 | Chapman, Gayle J. Credit Card | airline ticket - Scottsdale - SAEOPP conf | 9/29/2018 | \$346.40 | 31-8501-601-000 |
| EFT000000001079 | Chapman, Gayle J. Credit Card | staff lunch - day away training | 9/29/2018 | \$32.38 | 31-8501-601-000 |
| EFT000000001079 | Chapman, Gayle J. Credit Card | water for Sat seminars / Site visits | 9/29/2018 | \$50.89 | 31-8501-719-000 |
| EFT000000001079 | Chapman, Gayle J. Credit Card | office supplies | 9/29/2018 | \$119.99 | 31-8501-719-000 |
| EFT000000001079 | Chapman, Gayle J. Credit Card | office supplies | 9/29/2018 | \$138.98 | 31-8501-701-000 |
| EFT000000001079 | Chapman, Gayle J. Credit Card | office supplies | 9/29/2018 | \$365.59 | 31-8501-719-000 |
| EFT000000001079 | Chapman, Gayle J. Credit Card | office supplies | 9/29/2018 | \$47.92 | 31-8501-719-000 |
| EFT000000001079 | Chapman, Gayle J. Credit Card | office supplies | 9/29/2018 | \$308.27 | 31-8501-701-000 |
| EFT000000001079 | Chapman, Gayle J. Credit Card | office supplies | 9/29/2018 | \$923.13 | 31-8501-719-000 |
| EFT000000001079 | Chapman, Gayle J. Credit Card | paint for the office | 9/29/2018 | \$244.80 | 71-8500-285-000 |
| EFT000000001080 | Gillum, Jaicey Linn Credit Card | Registration to attend NACEP Nat'l conference (concurrent conf. in San Antonio, TX) | 9/29/2018 | \$645.00 | 11-5600-626-000 |
| EFT000000001080 | Gillum, Jaicey Linn Credit Card | Rountrip flight for NACEP conference (Tulsa to San Ant, TX) | 9/29/2018 | \$222.55 | 11-5600-601-000 |
| EFT000000001081 | Martin, Jason Credit Card | Martin/Personal Use of CC | 9/29/2018 | \$112.00 | 11-6500-695-001 |
| EFT000000001082 | Correll, Jim Credit Card | Refurbished 3D printer | 9/29/2018 | \$335.00 | 11-1223-701-000 |
| EFT000000001082 | Correll, Jim Credit Card | ID clips/tape measure/plier | 9/29/2018 | \$77.89 | 11-1223-701-000 |
| EFT000000001082 | Correll, Jim Credit Card | Ink | 9/29/2018 | \$486.00 | 11-1223-701-000 |
| EFT000000001082 | Correll, Jim Credit Card | sandisk | 9/29/2018 | \$67.64 | 11-1223-701-000 |
| EFT000000001082 | Correll, Jim Credit Card | Bolt nut washer | 9/29/2018 | \$29.16 | 11-1223-701-000 |
| EFT000000001082 | Correll, Jim Credit Card | Laptops | 9/29/2018 | \$2,119.96 | 37-1223-700-002 |
| EFT000000001082 | Correll, Jim Credit Card | shipping | 9/29/2018 | \$14.58 | 11-1223-701-000 |
| EFT000000001082 | Correll, Jim Credit Card | Easy cut strip brush | 9/29/2018 | \$23.08 | 11-1223-701-000 |
| EFT000000001082 | Correll, Jim Credit Card | sandisk | 9/29/2018 | \$95.63 | 11-1223-701-000 |
| EFT000000001082 | Correll, Jim Credit Card | sandisk | 9/29/2018 | \$49.23 | 11-1223-701-000 |
| EFT000000001082 | Correll, Jim Credit Card | Conn link | 9/29/2018 | \$8.33 | 11-1223-701-000 |
| EFT000000001082 | Correll, Jim Credit Card | Vending drinks/Clorox wipes | 9/29/2018 | \$35.24 | 11-1223-701-000 |
| EFT000000001082 | Correll, Jim Credit Card | vending machine/drinks/chocolate | 9/29/2018 | \$48.18 | 11-1223-701-000 |
| EFT000000001082 | Correll, Jim Credit Card | sandisk | 9/29/2018 | \$29.98 | 11-1223-701-000 |
| EFT000000001083 | Wheeler, Kara Credit Card | HOTEL FOR ONLINE CONFERENCE | 9/29/2018 | \$96.84 | 11-1140-601-000 |
| EFT000000001083 | Wheeler, Kara Credit Card | REGISTRATION FOR ONLINE CONFER | 9/29/2018 | \$60.00 | 11-1140-717-000 |
| EFT000000001083 | Wheeler, Kara Credit Card | AA PRIME MEMBERSHIP FEE | 9/29/2018 | \$6.49 | 11-4200-701-000 |
| EFT000000001084 | Kippenberger, Kris Credit Card | cat food for live traps; water for staff; sprayer pump replacment for gound sprayer | 9/29/2018 | \$80.93 | 11-7300-649-000 |
| EFT000000001084 | Kippenberger, Kris Credit Card | exterior light pole covers (replacements) | 9/29/2018 | \$624.61 | 11-7300-850-000 |
| EFT000000001084 | Kippenberger, Kris Credit Card | 3 cases bottled water; 10 bottles powerade for groundskeeper | 9/29/2018 | \$25.44 | 11-7300-719-000 |
| EFT000000001084 | Kippenberger, Kris Credit Card | vacuume cleaner for Fine Arts Building | 9/29/2018 | \$49.94 | 11-7100-708-000 |
| EFT000000001084 | Kippenberger, Kris Credit Card | 15 gallon sprayer for weed control | 9/29/2018 | \$69.99 | 11-7300-850-000 |

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| EFT000000001084 | Kippenberger, Kris Credit Card | 25 16 x 16 inch micrifiber towlels for ICC West Custodial use | 9/29/2018 | \$25.87 | 11-7100-708-000 |
| EFT000000001084 | Kippenberger, Kris Credit Card | seal shaft for dishwasher | 9/29/2018 | \$13.98 | 11-7300-649-000 |
| EFT000000001084 | Kippenberger, Kris Credit Card | paint and supplies for volleyball locker room and volleyball coaches offices | 9/29/2018 | \$215.06 | 11-7100-725-000 |
| EFT000000001084 | Kippenberger, Kris Credit Card | hooks for volleyball lockers | 9/29/2018 | \$59.96 | 11-7100-725-000 |
| EFT000000001085 | Crane, Leslie Credit Card | WBB Athletic Gear for Practice and Weight Room | 9/29/2018 | \$613.06 | 11-5540-698-000 |
| EFT000000001085 | Crane, Leslie Credit Card | WBB - recruiting meal for doner and coach crane | 9/29/2018 | \$22.94 | 11-5540-617-000 |
| EFT000000001085 | Crane, Leslie Credit Card | WBB - air for recruit | 9/29/2018 | \$1,153.57 | 11-5540-617-000 |
| EFT000000001085 | Crane, Leslie Credit Card | WBB - purchased for golf tournament | 9/29/2018 | \$47.92 | 71-5500-285-001 |
| EFT000000001085 | Crane, Leslie Credit Card | WBB - folders for athletes for team rules, game info, etc... | 9/29/2018 | \$7.94 | 11-5540-698-000 |
| EFT000000001085 | Crane, Leslie Credit Card | International Service Fee | 9/29/2018 | \$23.07 | 11-5540-617-000 |
| EFT000000001086 | Maintenance Toll Credit Card | Toll charges | 9/29/2018 | \$12.20 | 71-4100-285-000 |
| EFT000000001086 | Maintenance Toll Credit Card | Toll Charges | 9/29/2018 | \$21.70 | 11-5510-617-000 |
| EFT000000001086 | Maintenance Toll Credit Card | Toll Charges | 9/29/2018 | \$3.30 | 11-5560-617-000 |
| EFT000000001087 | Byrd, Mallory Credit Card | State credentialing for C.M.A. students | 9/29/2018 | \$110.05 | 71-1288-285-001 |
| EFT000000001088 | Allen, Samantha Credit Card | Softball - lodging for recruiting trip | 9/29/2018 | \$116.92 | 11-5560-617-000 |
| EFT000000001088 | Allen, Samantha Credit Card | Softball - lodging for coaches while recruiting | 9/29/2018 | \$114.67 | 11-5560-617-000 |
| EFT000000001088 | Allen, Samantha Credit Card | Softball - meal for coaches while recruiting | 9/29/2018 | \$12.34 | 11-5560-617-000 |
| EFT000000001088 | Allen, Samantha Credit Card | Softball - meal for coaches while recruiting | 9/29/2018 | \$12.57 | 11-5560-617-000 |
| EFT000000001089 | Finton, Sara Purchase Card | site visit literature | 9/29/2018 | \$727.00 | 31-8501-700-000 |
| EFT000000001089 | Finton, Sara Purchase Card | staff lunch - Sedan enrollment | 9/29/2018 | \$17.32 | 31-8501-601-000 |
| EFT000000001090 | Owens, Sarah Credit Card | Amazon purchase for library | 9/29/2018 | \$28.49 | 71-4100-285-011 |
| EFT000000001091 | Manning, Sue Credit Card | AHA required monitoring device, practice shields | 9/29/2018 | \$79.95 | 12-1287-700-000 |
| EFT000000001092 | Haynes, Timothy Credit Card | Drill and drill bit set | 9/29/2018 | \$261.97 | 11-1223-701-000 |
| EFT000000001092 | Haynes, Timothy Credit Card | drill kits | 9/29/2018 | \$969.36 | 11-1223-701-000 |
| EFT000000001092 | Haynes, Timothy Credit Card | chain detacher | 9/29/2018 | \$31.93 | 11-1223-701-000 |
| EFT000000001093 | Lawrence, Tonda Credit Card | License for Tonda and Chelsea | 9/29/2018 | \$100.00 | 12-1273-681-000 |
| EFT000000001094 | Turner, Tony Credit Card | Athletic Dept. - Meal for conference meeting | 9/29/2018 | \$9.21 | 11-5500-601-000 |
| EFT000000001094 | Turner, Tony Credit Card | ATHletic Dept. - Lodging for conference meeting | 9/29/2018 | \$99.51 | 11-5500-601-000 |
| EFT000000001094 | Turner, Tony Credit Card | ATHletic Dept. - Live Stream SErvice (3 mths.) | 9/29/2018 | \$120.03 | 11-5500-646-000 |
| EFT000000001094 | Turner, Tony Credit Card | Athletic Dept. - Raffle item for Don Harris golf tournament | 9/29/2018 | \$325.00 | 71-5500-285-001 |
| EFT000000001095 | Isle, Wendy Credit Card | Current employee MVR | 9/29/2018 | \$13.70 | 11-7200-681-000 |
| EFT000000001095 | Isle, Wendy Credit Card | Current employee MVR | 9/29/2018 | \$13.70 | 11-7200-681-000 |
| EFT000000001095 | Isle, Wendy Credit Card | Current employee MVR | 9/29/2018 | \$13.70 | 11-7200-681-000 |
| EFT000000001095 | Isle, Wendy Credit Card | New employee MVR | 9/29/2018 | \$13.70 | 11-7200-681-000 |
| EFT000000001095 | Isle, Wendy Credit Card | New employee motor vehicle record (MVR) | 9/29/2018 | \$13.70 | 11-7200-681-000 |
| EFT000000001095 | Isle, Wendy Credit Card | Twitter online Ads (mktg) | 9/29/2018 | \$201.67 | 11-6300-615-000 |
| EFT000000001095 | Isle, Wendy Credit Card | Twitter online Ads (mktg) | 9/29/2018 | \$148.30 | 11-6300-615-000 |

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| EFT000000001096 | Brown, Jason Credit Card | Football - fuel for recruiting trip | 9/30/2018 | \$54.26 | 11-5510-617-000 |
| EFT000000001096 | Brown, Jason Credit Card | Football - personal purchase to electric company | 9/30/2018 | \$592.00 | 11-6500-695-001 |
| EFT000000001096 | Brown, Jason Credit Card | Football - meals for recruiting | 9/30/2018 | \$145.20 | 11-5510-617-000 |
| EFT000000001096 | Brown, Jason Credit Card | Football - fuel for recruiting | 9/30/2018 | \$39.87 | 11-5510-617-000 |
| EFT000000001096 | Brown, Jason Credit Card | Football - fuel for recruiting | 9/30/2018 | \$42.87 | 11-5510-617-000 |
| EFT000000001096 | Brown, Jason Credit Card | Football - meal for recruiting | 9/30/2018 | \$32.17 | 11-5510-617-000 |
| EFT000000001096 | Brown, Jason Credit Card | Football - meal for recruiting | 9/30/2018 | \$13.47 | 11-5510-617-000 |
| EFT000000001096 | Brown, Jason Credit Card | Football - fuel for recruiting | 9/30/2018 | \$31.33 | 11-5510-617-000 |
| EFT000000001096 | Brown, Jason Credit Card | Football - meal for recruiting | 9/30/2018 | \$16.43 | 11-5510-617-000 |
| EFT000000001096 | Brown, Jason Credit Card | Football - lodging for recruiting | 9/30/2018 | \$87.68 | 11-5510-617-000 |
| EFT000000001096 | Brown, Jason Credit Card | Football - fuel for recruiting | 9/30/2018 | \$37.31 | 11-5510-617-000 |
| EFT000000001096 | Brown, Jason Credit Card | Football - fuel for recruiting | 9/30/2018 | \$35.33 | 11-5510-617-000 |
| EFT000000001096 | Brown, Jason Credit Card | Football - meal for recruiting | 9/30/2018 | \$33.72 | 11-5510-617-000 |
| EFT000000001096 | Brown, Jason Credit Card | Football - fuel for recruiting | 9/30/2018 | \$55.60 | 11-5510-617-000 |
| EFT000000001097 | Geldenhuis, Tammie Credit Card | Athletic Dept. - Membership dues for April & May | 9/30/2018 | \$219.08 | 11-5500-646-000 |
| EFT000000001097 | Geldenhuis, Tammie Credit Card | Athletic Dept. - cash payment due to no receipt | 9/30/2018 | \$3.31 | 11-6500-695-001 |
| EFT000000001098 | Vestal, Teresa Credit Card | Custom Golf Tees for the Don Harris Tourn. | 9/30/2018 | \$173.35 | 16-9300-740-000 |
| EFT000000001098 | Vestal, Teresa Credit Card | Food and Drinks for Resale | 9/30/2018 | \$120.85 | 16-9300-740-000 |
| EFT000000001098 | Vestal, Teresa Credit Card | Calendars, 7mm, Business Cards for Resale | 9/30/2018 | \$133.65 | 16-9300-740-000 |
| EFT000000001098 | Vestal, Teresa Credit Card | Web site Fees | 9/30/2018 | \$45.00 | 16-9300-646-000 |
| EFT000000001098 | Vestal, Teresa Credit Card | Tools Kit for Class | 9/30/2018 | \$553.00 | 16-9300-740-000 |

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Memo

To: Independence Community College Board of Trustees

From: Daniel W. Barwick, PhD
President

Date: October 11, 2018

Re: President's Report

As always, I will report on items that I think the Board needs to know about, needs to be stated publicly, or for which I need feedback from the Board. For the month of October, those items will include:

Standing Committee, Inge, and Fab Lab Operational Plans

Bluffstone/ICC Enrollment Growth Strategies

Strategic Planning Progress Update

- Process Committee Recommendations

Accreditation Update

Operational Plan for President's Cabinet

Objective 1: Prioritize ADA improvements to existing facilities according to ADA Plan presented in Appendix C. *(Board Goal #4/Strategic Plan Area: Service Excellence)*

Strategies:

1. Review ADA proposal from appropriate office and offer feedback.
2. Receive periodic reports on ADA implementation and monitor progress and expenditures.

Measurement:

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| Measure 1: | ADA Proposal received and reviewed |
| Measure 2: | Cabinet minutes show periodic reports received and discussed |
| Measure 3: | First year phase of ADA completed |

Objective 2: Meet or exceed needs identified by HLC. *(Board Goal #5 /Strategic Plan Area: Academic Excellence, Service Excellence, and Support Excellence)*

Strategies:

1. Cabinet serves as chief coordination point for meeting HLC requirements.
2. Cabinet creates primary documents for measuring HLC progress.
3. Documents created by Cabinet are chief means of disseminating information regarding progress meeting HLC requirements.

Measurement:

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| Measure 1: | Majority of Cabinet meetings include specific discussion of HLC progress |
| Measure 2: | Master HLC task spreadsheet is created, including general areas, specific tasks, assigned responsibility, and projected completion dates |
| Measure 3: | Cabinet meetings are public, and updated spreadsheet is disseminated monthly to entire campus. |

Objective 3: The Director of Online should report directly to the President and should be a member of the President's Cabinet. *(Board Goal #7 /Strategic Plan Area: Academic Excellence, Service Excellence)*

Strategies:

1. Reporting structure changed to reflect that DO reports to President.
2. Director of Online placed on Cabinet

Measurement:

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| Measure 1: | Director of Online meets regularly with President and is evaluated by President. |
| Measure 2: | Director of Online attends and reports to Cabinet regularly. |

Operational Plan for Council of Chairs

Objective 1: *Ensure a deliberative, inclusive and timely process for producing College policies and procedures. (Strategic Plan Area: Support Excellence)*

Strategies:

1. Respond promptly to proposals received by the committee.
2. Report results to campus community and Board of Trustees where appropriate.

Measurement:

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| Measure 1: | Goal to respond within 2 weeks to requests to Council – produce summary of response times quarterly. |
| Measure 2: | Satisfaction survey administered May 1 of those who submitted proposals to Council of Chairs, and establish baseline. |
| Measure 3: | Minutes of meetings distributed to campus within 1 week of meetings. |

Operational Plan for Academic Council

Objective 1: *Academic Council will assist all areas of the campus in achieving continuous quality improvement through an intentional review of curricular and academic-related policy changes. (Board Goal #1/Strategic Plan Area: Academic Excellence)*

Strategies:

1. Academic Council will submit all approved curricular and policy changes to the VPAA.
2. Academic Council will approve the final draft of the academic catalog.
3. Academic Council will complete a comprehensive review of its activities to the President.

Measurement:

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| Measure 1: | All approved curricular and policy changes will be submitted to the VPAA for final approval on a monthly basis throughout the academic year. |
| Measure 2: | The final draft of the academic catalog will be approved for publication by the end of the academic year. |
| Measure 3: | The Chair of Academic Council will submit a one-page comprehensive review of the Council's activities to the President by the end of the academic year. |

Operational Plan for Assessment Committee

Objective 1: *Ensure that assessment is happening across all academic programs, college departments, and co-curricular groups. (Strategic Plan Area: Academic Excellence and Support Excellence).*

Strategies:

1. Create an assessment plan for co-curricular groups.
2. Generate list of what campus groups qualify as a co-curricular group and therefore need to follow the assessment plan.
3. Review of current academic program and departmental assessment plans will continue.

Measurement:

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|------------|--|
| Measure 1: | Co-curricular assessment plan will be complete by November 1. |
| Measure 2: | List of co-curricular groups will be complete by October 14. |
| Measure 3: | New Institutional Assessment Plan will be finalized by November 1. |

Objective 2: *Create a campus culture that embraces assessment (Strategic Plan Area: Support Excellence).*

Strategies:

1. Provide training and help to any groups having trouble with assessment
2. Create a reward/incentive system to encourage groups that are meeting their assessment goals.

Measurement:

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| Measure 1: | Reward system will be complete by January 1. |
| Measure 2: | On the campus survey of assessment, increase score on the question, "Rate your participation level in Assessment" from 2.58 to 3.0 or higher. |

Operational Plan for Events Committee

Objective 1: *The Events Committee will create new processes that create financial efficiencies. (Board Goal: #7/Strategic Plan Area: Service Excellence and Support Excellence)*

Strategies:

1. Implement Different Process for Annual Back to School Celebration.
2. Restructure Graduation Exercises.
3. Research and Implement Alternative Venue for Annual Holiday Celebration and Employee Recognition Events.

Measurement:

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| Measure 1: | Administer campus-wide survey for level of satisfaction and identify benchmarks. |
| Measure 2: | Conduct year-to-year financial comparison for tracking purposes. |

Objective 2: *The Events Committee will enhance programs through innovation to improve the overall student experience. (Board Goal: #4/Strategic Plan Area: Academic Excellence, Service Excellence, and Support Excellence)*

Strategies:

1. Restructure Graduation Exercises.

Measurement:

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|------------|--|
| Measure 1: | Administer campus-wide survey for level of satisfaction and identify benchmarks. |
| Measure 2: | Administer survey to student participants for level of satisfaction. |
| Measure 3: | Conduct attendance comparison for tracking purposes. |

Operational Plan for Faculty Senate

Objective 1: *Review college policies that may affect educational and academic objectives*
(Board Goal #1/Strategic Plan Area: Academic Excellence)

Strategies:

1. Request reports from the appropriate committees/bodies regarding changes to academic policy.
2. Review the information received and make recommendations to ensure policy changes are data driven and in the best academic interests of our students.

Measurement:

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| Measure 1: | Review emails to ensure requests were actually sent out. |
| Measure 2: | Document Senate recommendations, which will be found in the official minutes of the body, as kept by the secretary. |

Operational Plan for Judicial Committee

Objective 1: Develop, conduct and oversee judicial processes relating to student behavior, including academic integrity. *(Strategic Plan Area: Service Excellence)*

Strategies:

1. Create a panel of campus stakeholders to resolve issues of student code of conduct through a formal judicial setting.
2. Provide students a means of appealing decisions within the disciplinary process.

Measurement:

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| Measure 1: | Utilize Maxient data to set benchmarks on number of cases heard. |
| Measure 2: | Use Noel Levitz data to improve <i>the college shows concern for students as individuals</i> by lowering the performance gap from .93 in 2016 to .85 |
| Measure 3: | Use Noel Levitz data to improve <i>Channels for expressing student complaints are readily available</i> , by lowering the performance gap from .89 in 2016 to .85. |

Objective 2: Formulate recommendations for College policies regarding student conduct. *(Strategic Plan Area: Service Excellence)*

Strategies:

1. Work with the compliance department to isolate specific areas/issues that commonly arise in Maxient, and create a plan to address them.
2. Provide feedback to campus committees that will assist them in serving the student community.
3. Isolate common issues that result in the need for a judicial hearing, and create strategies to prevent future issues.

Measurement:

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| Measure 1: | Utilize Maxient data to isolate common student conduct issues. |
| Measure 2: | Use Noel Levitz data to improve <i>The campus is safe and secure for all students</i> , by lowering the performance gap from .86 in 2016 to .82. |

Operational Plan for Professional Development Committee

Objective 1: *To provide opportunities for all employees to receive development that furthers their success as an ICC employee. This supports the overall Strategic Plan of being excellent in Academics, Service and Support.*

Strategies:

1. Identify opportunities within our organization where we can educate each other such as training our employees on FERPA, HIPAA, Health and Welfare Benefits, Budgeting, etc.
2. Identify trainings that all employees will benefit from such as compliance training.
3. Promote employees seeking outside training and development that will be beneficial to ICC such as Leadership Independence and Leadership Kansas.

Measurement:

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|------------|---|
| Measure 1: | Annual Schedule for internal training is developed. |
| Measure 2: | Dollars set aside in the budget for Professional Development are fully used. |
| Measure 3: | Compliance training reports show majority of employees have completed assigned compliance training. |

Operational Plan for Program Review Committee

Objective 1: *The Program Review Committee will assist programs in achieving continuous quality improvement by maintaining focus on student success, faculty involvement, currency, and relevancy. (Board Goal #1/Strategic Plan Area: Academic Excellence)*

Strategies:

1. The PRC will update the handbook and template based on faculty feedback from prior year.
2. The PRC will train faculty to ensure they understand the expectations of program review.
3. The PRC will provide feedback and recommendations as part of the comprehensive program reviews.

Measurement:

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| Measure 1: | Updated Program Review manual will be finished/approved for use by Oct. 1 st to be used for training. |
| Measure 2: | All program faculty responsible for program review will be trained on the updated manual and all specific guidelines that need to be addressed within the review by Oct. 30th. |
| Measure 3: | All appraisals will be written on completed comprehensive reviews by May 1 st to be provided to the Board of Trustees. |

Objective 2: *The Program Review Committee will ensure timely completion of program reviews each academic year. (Board Goal #2/Strategic Plan Area: Academic Excellence)*

Strategies:

1. The PRC will set deadlines for completion of both annual and comprehensive academic program reviews.
2. The PRC will post completed reviews on ICC's website for public review.

Measurement:

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| Measure 1: | Annual reviews will be turned in to the PRC by November 30 th . Comprehensive reviews will be turned in by March 30 th . |
| Measure 2: | Completed Program Reviews will be posted to the College's website by June 30 th . |

Operational Plan for Student Satisfaction and Complaints Review Committee

Objective 1: *Identify and develop appropriate solutions to stakeholder complaint trends. (Board Goal: Enhance programs through innovation to improve overall student experience/Strategic Plan Area: Service Excellence and Support Excellence)*

Strategies:

1. Develop and implement solutions to resolve student complaints that affect student groups and/or the student body as a whole.
2. Oversee large-scale action projects that address the root causes of student complaints as a means of improving student satisfaction.

Measurement:

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| Measure 1: | The Student Satisfaction and Complaints Review Committee will oversee at least one large-scale action project that addresses root causes of student complaints each quarter. |
|------------|--|

Objective 2: *Satisfy the Higher Learning Commission's directive to compile, review and analyze student complaint data as a means of identifying and addressing trends in student complaints. (Board Goal: Respond aggressively and appropriately to institutional needs identified by external accrediting organizations/Strategic Plan Area: Service Excellence, and Support Excellence)*

Strategies:

1. The Student Satisfaction and Complaints Review Committee will review and analyze complaint trends collectively as a committee.

Measurement:

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| Measure 1: | The Student Satisfaction and Complaints Review Committee will meet quarterly to review and analyze complaint trends in the student complaint data provided to the committee for review and analysis. |
|------------|--|

Operational Plan for Fab Lab

Objective 1: *Support Faculty and increase student experience by cultivating an environment to infiltrate the classrooms with an entrepreneurial mindset. The idea is to inspire creativity in the classroom with hands on activities utilizing Fab Lab as a resource. (Board Goal #4/Strategic Plan Area: Academic Excellence)*

Strategies:

1. At least one Entrepreneurial Mindset course offered each semester.
2. Offer and gain enrollment in at least one Ice House Student Success course per semester and increase as interest and support from campus as a whole grows.
3. Advertise CampUs Program for faculty and initiate Munch and Make sessions to gain faculty buy in to utilizing Fab Lab as an extension of their classrooms.
4. Continue talking to local high schools about partnerships with Fab Lab and getting more students in the building.
5. Keep local high school updated on Fab Force opportunities and slowly branch out and build relationships by extending an invitation to tour and advertising to service area high schools.

Measurement:

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|------------|---|
| Measure 1: | Collect and analyze data on students completing the Entrepreneurial Mindset classes. |
| Measure 2: | Collect and analyze data from Munch and Make sessions. |
| Measure 3: | Track how many attend CampUs events and how many faculty utilize the Fab Lab as a class resource each semester. |

Responsibilities: Fab Lab Staff

Objective 2: *Apply for grant funding to bring innovation, technology, and entrepreneurship opportunities to the Southeast Kansas area (Board Goal #3)*

Strategies:

1. Apply for Kauffman Grant to support Women 4 Women program. Obtained, now Fab Lab maintains momentum and moves forward over the next year and a half to work toward lowering barriers for women starting small businesses. Meetings held monthly, Mobile Lab, Class offerings to name a few. This is a two year grant.
2. Verizon STEM Girls grant. Obtained, now Fab Lab maintains momentum for the next year and a half bringing 100 girls each summer to Fab Lab for a 3 week STEM camp with monthly activities throughout the rest of the year. This is a two year grant.
3. Apply for grants or source funding for a Bike Share program. Work with an advisory group on ICC campus to figure out what best supports the needs of the ICC students and possibly the community. Grants and donation opportunities are being reviewed and discussed.

Measurement:

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|------------|--|
| Measure 1: | Collect and analyze survey from monthly Women 4 Women events. |
| Measure 2: | Use Verizon pretest and post-test survey results to measure growth of knowledge. |
| Measure 3: | Use surveys to measure student satisfaction with the bike share program. |

Responsibilities: Fab Lab Staff

Objective 3: *Facilitate Community Boot Camps. Over 2.5 to 3 days members from communities in Kansas and/or across the United States will learn what it takes to start a Fab Lab. (Board Goal #3)*

Strategies:

1. Host Community Boots Camp once or twice a year, which means bringing in up to 15 participants for each camp. This is a way to support the campus and community. Fab Lab will use a local art gallery for the reception and bring in community leaders and entrepreneurs to serve on panel discussions during the camps. Food for the camps are provided by local catering services and restaurants.
2. Build a sense of community and resources for ICC and Independence by building relationships with those that attend the boot camps.

Measurement:

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| Measure 1: | Collect and analyze Community Boot Camp surveys. |
|------------|--|

Responsibilities: Fab Lab Staff

Objective 4: *Provide 0 credit hour options to the community for areas of interest in relation to Fab Lab and Technical programs. (Board Goal #3)*

Strategies:

1. Create a list of courses and descriptions on the Fab Lab web page and poll interest from the community.
2. Create and setup classes in the areas of musical instrument building, sewing, embroidery, welding, painting, and design software.

Measurement:

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| Measure 1: | Use interest poll from web page to help build a schedule of course offerings |
| Measure 2: | Survey 0 credit hour classes. |
| Measure 3: | Implement changes according to surveys received. |

Responsibilities: Fab Lab Staff

Objective 5: *Increase interest in Culinary and Entrepreneurship by offering unique and innovate ways of using the culinary kitchen at ICC West. (Board Goal #3/Strategic Plan Area: Academic Excellence)*

Strategies:

1. Offer and experiential kitchen program creating a unique atmosphere for local Chef's or Chef's from surrounding areas to be innovative. A Chef will offer a dining experience which might include themes, multiple course meals, unique entrées, and beverage options.
2. Create a calendar of up to 6 times per year when experiential dinners will be offered.
3. Market to local and surrounding areas. Use Fab Creative Services assistance, ads in papers, news articles, Facebook, personal emails, flyers, etc.
4. Work with the appropriate authority on licensing and regulations in reference to the kitchen at ICC West.

Measurement:

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|------------|---|
| Measure 1: | Survey the chefs, fundraising groups, and participants. |
| Measure 2: | Track how many participants attend events. |

Responsibilities: Fab Lab Staff

Objective 6: *Maintain the Adult Education program in Independence. (Board Goal #4)*

Strategies:

1. Create a plan to raise \$63,200.00 to participate in the consortium with Neosho Community College.
2. Create partnerships with local agencies, USD, businesses and individuals to assist with funding and promotion of the program.
3. Research grant opportunities to assist with funding.
4. Use Fab Force as a marketing tool to get ABE students to continue their education at ICC.

Measurement:

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|------------|---|
| Measure 1: | 75% of money raised and collected. |
| Measure 2: | Increase enrollment of ABE students into Fab Force program, or Fab Force related classes. |

Responsibilities: Fab Lab Staff

Objective 7: *Lead industry partners to recognize that Fab Force is workforce development; new and improved. (Board Goal #4/Strategic Plan Area: Service Excellence)*

Strategies:

1. Work with the marketing department to develop a marketing plan and distribute marketing materials.
2. Market Fab Force to Businesses, partners, members, and high schools. There is potential to model this idea national wide.
3. Create a list of professional development opportunities utilizing Fab Lab for businesses, educators, and industries.
4. Attend various community organizational events.

Measurement:

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|------------|--|
| Measure 1: | Evaluate contacts made from attending community events. |
| Measure 2: | Survey student satisfaction. |
| Measure 3: | Analyze surveys from industry partners regarding experience of training process. |
| Measure 4: | Implement change and growth based on feedback from surveys. |

Responsibilities: Fab Lab Staff

Operational Plan for Inge Center

Objective 1: *Utilize Inge Center guest artists to provide unique academic and professional experiences for ICC students. (Board Goal #4/Strategic Plan Area: Academic Excellence)*

Strategy:

1. Inge Center will arrange at least three accomplished Inge Center guest artists to each meet with ICC theater students.
2. Inge Center will arrange for ICC students to experience prominent and substantive participation in the annual William Inge Theater Festival, involving interaction with professional guest theater artists and getting college credit for their participation.

Measurement:

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|-------------|---|
| Measure 1: | Students who are theater majors or on scholarship will fill out a post-event survey following their workshops with the guest artists. These surveys will ask students to identify how valuable the experience was and identify what skills or new knowledge (if any) they gained from the workshops. |
| Measure 2 : | ICC theater faculty will be asked to provide input on the selection of artists and the workshop topics they cover with students so that the workshop is complimentary in nature to the theater program's overall goals. The faculty will be asked to fill out a post-event survey to identify the areas they thought were valuable for their students, and what they would like more of from future workshops. |
| Measure 3 : | Students who are theater majors or on scholarship will participate deeply in festival preparation and execution. They will attend workshops, assist with the evening performances and events, and gain relevant professional experience and connections with working theater artists. Participation will be measured for each student and a post-festival survey will be administered to students to gauge how they felt about their participation and how the Inge Center can make it more meaningful in future years. |

Responsibility: _Inge Center staff

Objective 2: *Inge Center staff aids ICC Faculty in utilizing Inge Center events and brand as an attractor for enrollment of students interested in theater. (Board Goal #7/Strategic Plan Area: Support Excellence)*

Strategy:

1. Inge Center will produce three events annually that attract visits to the ICC campus from motivated high school students and their instructors, which allows ICC staff to make contacts for recruitment. These events may include: High School 24 Hour Plays; Inge Festival High School Acting Competition; and Workshops for High School theater students with Inge guest artists.

Measurement:

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| Measure 1: | Student participation in each of these three events will include high school students from at least 5 regional high schools. We will track attendance from high schools each year to determine if schools come to more than one event, if they come to events annually, and when new schools come that have never attended before. |
|------------|--|

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|-------------|---|
| Measure 2 : | Utilizing a post-event survey, high school student participants will be asked to rate their satisfaction regarding their experience on several components. In addition, we will facilitate follow-up reporting on how many of the students decide to attend ICC. |
| Measure 3 : | Utilizing a post-event survey, visiting high school theater instructors will be asked to rate their satisfaction regarding their experience. We will track how often they attend, and use the survey to determine whether participation is impacted by time of year, change in dates, change in programming, etc. |

Responsibility: Inge Center staff

Objective 3: *Inge Center will enhance the reputation of Independence Community College through the production of the annual William Inge Theater Festival, at a quality commensurate with its designation by the legislature as the Official Theater Festival of the State of Kansas. (Board Goal #3/Strategic Plan Area: Service Excellence and Academic Excellence)*

Strategy:

1. Inge Center will produce the annual William Inge Theater Festival, in accordance with the goal to enhance ICC and Independence national presence. The Inge Festival also serves to enhance ICC student experiences through interaction with guest artists with distinctive achievements; similarly enhance the education of high school students; develop community cultural enrichment; and celebrate an inclusive range of professional artistic national distinction; which in turn enhances the national presence of ICC and Independence.

Measurement:

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|-------------|--|
| Measure 1: | The Inge Center will draw participants to the festival from across the country that include guest professional theater artists, college and high school students, and attendees locally and from around the region. |
| Measure 2 : | Utilizing a post-event survey, participants (ICC students, college and high school students from the region; audiences; artists) will be asked to rate their satisfaction regarding their experience on several components. The survey feedback will inform the way the festival promotes itself regionally, the programming it offers, and the audiences it serves. |
| Measure 3 : | Utilizing a professional ticketing system for reporting, the Inge Center will identify an increase in overall attendance over the previous year's level, gaining new attendees while getting repeat attendance from others. |

Responsibility: Inge Center staff

Objective 4: *Inge Center will enhance the reputation of Independence Community College through the programming of at least one William Inge House Playwright-in-Resident residency, each year, in partnership with the William Inge Festival Foundation. (Board Goal #3/Strategic Plan Area: Service Excellence and Academic Excellence)*

Strategy:

1. The William Inge Center for the Arts Playwright Residency program will serve as vital to the reputation of ICC and the William Inge Theater Festival as a significant and serious artistic destination for professional playwrights and theater artists. The residencies furthermore serve as a resource for workshops/seminars with guest artists for ICC theater students.

Measurement:

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|-------------|---|
| Measure 1: | Professional playwrights from around the country will continue to seek out the Inge House residency as a destination and we will have a deep pool of writers with professional experience, appreciation for the opportunity, and teaching experience to work with the ICC students and a local high school. |
| Measure 2 : | ICC students, local high school students, and the resident playwrights will share in post-class/residency surveys that the impact was significant and the experience was valuable. |

Responsibility: _Inge Center staff

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| Objective 5: <i>Create process to bring Inge Center/Festival expenditures within the Board Goal of attaining cash balance. (Board Goal #7/Strategic Plan Area: Support Excellence)</i> |
|---|

Strategy:

1. Inge Center Producing Director and Managing Director will work with the business office to put forward a realistic budget for the Inge Center moving forward, based on past year's income and expense numbers, and the anticipated financial support from ICC.

Measurement:

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|------------|---|
| Measure 1: | Monthly budget review. |
| Measure 2: | Expenditures remain balanced with the support from ICC, income from festival ticket sales, Inge Foundation Board support, and outside donations from foundations and individuals. |

Responsibility: Inge Center Producing Director; Inge staff

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| Objective 6: <i>Increase private support of Inge Center activities. (Board Goal #6/Strategic Plan Area: Support Excellence)</i> |
|--|

Strategy:

1. Work with Inge Festival Foundation to increase annual giving campaign contributions.

Measurement:

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| Measure 1: | Producing Director will meet with Inge Festival Foundation trustees at the annual meeting and create a mandate for wider solicitation campaigns, aided by Inge staff. |
| Measure 2: | New Board members will be added and the goal of the Inge Foundation Board will become more fundraising focused. |

Responsibility: Inge Center Producing Director; Inge staff

The Benefits of Living with *ICC STUDENT Housing!*



College



**What Does Your
Commute Cost You?**
It's a lot more than you think.

**Why Live
On Campus?**
We'll tell you.



More Likely To Graduate

FACT The Education Advisory Board (EAB) said students living on campus for two years were **25% more likely to graduate** than students who lived on campus only during their first year.



Become A Future Leader

FACT The American Council on Education found that students who live on-campus have enhanced self-confidence, public speaking ability, and a more satisfying college experience.



More Time For You

FACT A **15 minute** drive to Independence Community College turns into a **30 minute** round-trip commute. This translates to approximately **40 WASTED HOURS** every semester.



\$\$ Money Spent On Gas And Car

FACT The IRS estimates the total cost of driving an average car to be **\$0.545/mile**. An average **10 mile** commute will cost **\$220/month**.



Make The Dean's List

FACT A recent study done by the Education Advisory Board (EAB), student living on a campus were almost **twice as likely** to make the **Dean's List**.

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| | A | B | C |
|----|--|---|---|
| 1 | Higher Learning Commission Accreditation Worksheet | | |
| 2 | Requirement | Tasks | Status |
| 3 | 1. "Development and implementation of an institutional plan for systematic review of data connected with institutional complaints; especially student complaints. The plan should include a process that ensures oversight by knowledgeable persons of the analysis of trends associated with complaints; especially those connected to Title I compliance and student complaints." | a. The Student Satisfaction and Complaints Review Committee was formed and held its first meeting in October. Membership is comprised of: Compliance Officer; VP for Student Affairs; Student Activities Director, IT, Admissions, VP for Academic Affairs; Faculty; Financial Aid; Athletics; Student Support Services; and, 2-3 students. | Complete |
| 4 | | b. Student Affairs and Compliance are developing new handbook procedures for complaints. | In progress-anticipated completion August 1, 2018 |
| 5 | | c. Dining Hall action plan to be reviewed by Board in January. | Complete |
| 6 | | d. Maxient software purchased and goes live January 11, training during In-Service. | Complete |
| 7 | | e. Marketing campaign planned to promote the use of the Maxient software. | Complete |
| 8 | | f. Title IX Coordinator appointed. | Complete |
| 9 | | g. Comprehensive review of current Title IX processes and procedures. | In progress-anticipated completion August 1, 2018 |
| 10 | | h. Title IX overview training for all employees held at January In-Service. | Complete |
| 11 | | i. All dorm residents receive general Title IX policy training. | Complete/Ongoing |
| 12 | | j. All athletes receive gender-specific Title IX training. | Complete/Ongoing |
| 13 | | k. Additional Title IX training included in College Success course and other student activities. | Complete/Ongoing |
| 14 | Requirement | Tasks | Status |
| 15 | 2. "Development and implementation of a technology plan that aligns with strategic objectives and budgetary plans. The plan must assure that security policies regarding the onboarding and off-boarding of employees is included in policies and procedures and that the process for determining access to secure institutional data and the network is clear and assures that only employees with a need to know and/or input responsibilities have access." | a. Technology Plan drafted, to be reviewed by Technology Committee by April 1. | Complete |
| 16 | | b. Revisions to Technology Committee presented and approved by Council of Chairs and President's Office, revisions included in February Board packet for final approval. Complete mission and membership change for Technology Committee with the primary purpose of guiding Technology Plan development. | Complete |
| 17 | | c. Technology Plan reviewed and approved by Board of Trustees | Complete |
| 18 | Requirement | Tasks | Status |

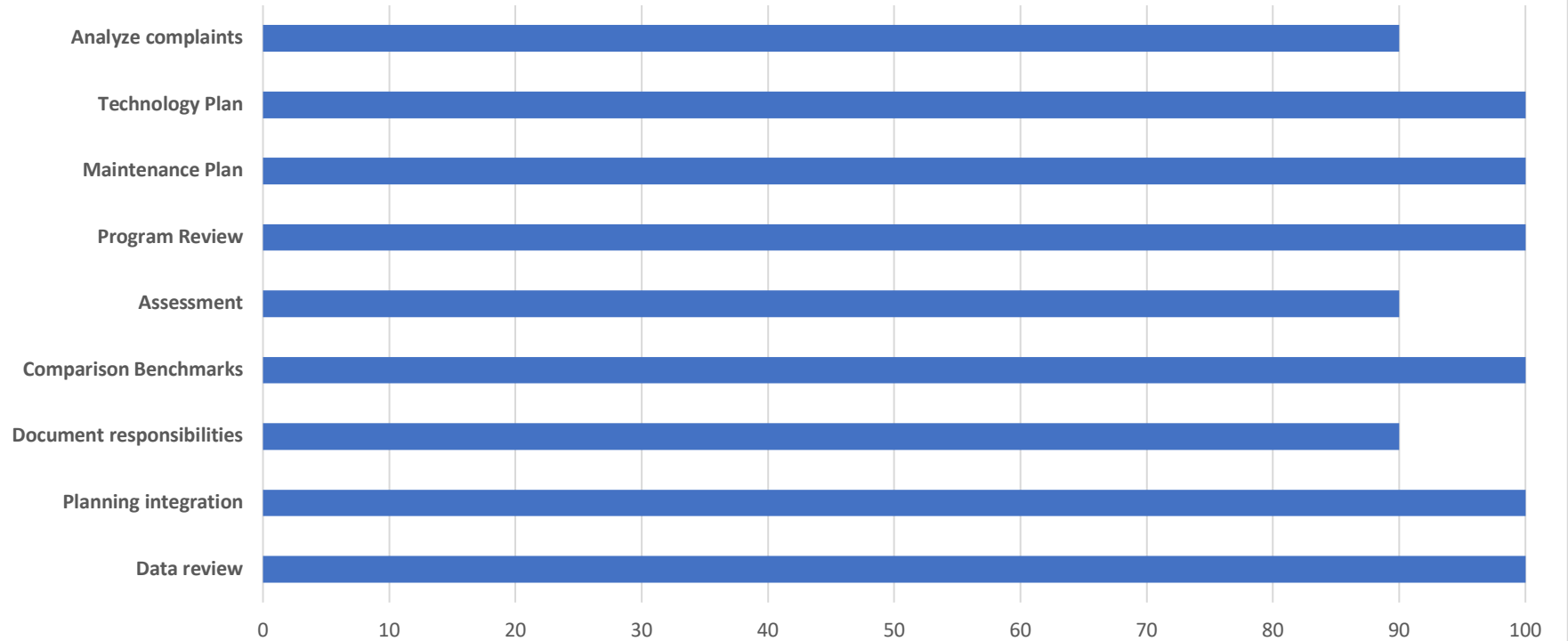
| | A | B | C |
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| 19 | 3. "Development of a long-range institutional plan to fully address deferred maintenance of facilities; inclusive of projected timelines, resources needed, and possible funding. The plan should include prioritization policies and procedures to assure that issues directly connected to impacts on student learning and safety are prioritized." | a. Update 5-year Maintenance Plan by March 1. | Complete |
| 20 | | b. Deferred maintenance items will be separated or identified in the Maintenance Plan. | Complete |
| 21 | | c. Academic Building Committee has finalized priorities list; quotes being gathered now. Budget is being revised for 2018-2019 fiscal year. | Complete |
| 22 | | d. Facilities Plan includes 5-year plan to upgrade fire safety. | Complete |
| 23 | | e. Ad hoc Committee currently reviewing Facilities accessibility to meet federal ADA requirements. | Complete - priority list created |
| 24 | Requirement | Tasks | Status |
| 25 | 4. "The plan for program review has been fully implemented and institutionalized according to the proposed plan. The College should provide evidence that results from program reviews have been incorporated into budget and strategic plans and have been used for improvement of courses, programs, and the larger institution." | a. Program Review Manual complete and approved by Board. | Complete |
| 26 | | b. Program Review Standing Committee formed. | Complete |
| 27 | | c. 28 Programs completing annual Program Review. | Complete |
| 28 | | d. 13 Programs completing cumulative Program Review. | Complete |
| 29 | | e. Deadline for Review completion is March 1, 2018 to allow for budget consideration and annual Strategic Plan Review. | Complete |
| 30 | Requirement | Tasks | Status |
| 31 | 5. "Existence of a culture of using data from student learning in curricular and co-curricular programs, as evidenced by at least one to two years of using data for improvement of programs from program assessment processes and related data, and evidence of using data collected from co-curricular programs to improve student experiences and activities." | a. Program Review includes analysis of student learning data and setting new goals. | Complete |
| 32 | | b. Board now reviews both annual and cumulative Program Reviews. | Complete |
| 33 | | c. Assessment training sessions for new faculty. | Complete/Ongoing |
| 34 | | d. Faculty will meet weekly to identify immediate academic assessment tasks. | Complete/Ongoing |
| 35 | | e. Due to inadequate progress on academic assessment work, VPAA has assumed leadership of that area. | Complete |
| 36 | | f. Assessment Committee: The 2014-2016 Institutional Assessment Plan Survey has been completed, with 69 employees responding to survey questions. | Complete |
| 37 | | | |

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| 38 | | g. 2017-2018 is what is considered a "Reflection Year"; Complete what worked/what did not work/what improvements can be made? As a result, the Assessment Plan is under revision for a new plan that begins in the fall. | |
| 39 | | h. This semester and next, assessment of co-curricular groups will commence. | In progress |
| 40 | Requirement | Tasks | Status |
| 41 | 6. "Identification of appropriate comparison benchmarks and institutional targets for persistence, completion, retention, and graduation in all programs and at the overall institutional level, which are appropriate for the College based on its mission, values, and characteristics" | a. Retention and Completion Report submitted to HLC December 2017, goals set | Complete |
| 42 | | b. Strategic Plan Annual Review now includes specific sections on retention, completion, and graduation rates, goals set. | Complete |
| 43 | | c. The Navigator Program has been created and will work with students from Admission to Graduation; students will be guided throughout their time at ICC will implementation of this intrusive and interactive advising program. | Ongoing |
| 44 | | d. ICC's retention data from Fall 2015 to Fall 2016, and from Fall 2016 to Fall 2017, has been compared to the retention rate for all community colleges and for the southeast Kansas community colleges which are posted by the Kansas Board of Regents. A 2-year comparison has also been made through information provided by the National Student Clearinghouse Research Center regarding first-year persistence and retention for students who started college in 2-year public institutions. | Complete/Benchmarks have been determined, trends identified, and goals set as a result of these comparisons. The overall retention goal set for the Navigator Program is an increase from 28.99 percent to 31 percent from Fall 2017 to Fall 2018. |
| 45 | | e. The Assistant Director for Enrollment and Retention Management is tracking all students who did not return and will set goals for retaining those who did return and recruiting additional students. | Complete |
| 46 | | f. Program reviews will determine prioritization; annual reviews are due this week and cumulative reviews are due in two weeks. | Complete |
| 47 | | g. Navigators are visiting with faculty members and goals are being set for each program; target goals will be set by March 1, 2018 to drive the budget and tie to the Strategic Plan. Budget ties will identify where marketing, recruiting, personnel, and other monies should focus. | Complete |
| 48 | | h. Faculty members have committed to specific dates for goal setting. | Complete |
| 49 | Requirement | Tasks | Status |

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| 50 | 7. "Development and documentation of decision-making responsibilities and processes across campus constituencies, including students, faculty, and staff. The College should clearly delineate final decision responsibilities above simple participation in input of information." | a. Compliance Officer reviewing processes for accuracy and completeness. | In progress/On-going. 1/3 reviewed each year. |
| 51 | | b. Compliance Officer charged with creating a college-wide document depicting flow charts which clarify decision-making responsibilities. | Partially complete |
| 52 | | c. Student Government President placed on Cabinet. | Complete |
| 53 | | d. Faculty have completed first draft of policies for Faculty Senate. | Complete |
| 54 | | e. Final draft of policies for Faculty Senate completed by faculty and administration, approved by board | Complete |
| 55 | Requirement | Tasks | Status |
| 56 | 8. "Development of a clear, well-documented process for the systematic integration of campus planning, with intentional processes and connections between all planning documents on campus, that is inclusive of the results of assessment of student learning." | a. Strategic Plan Annual Review now completed prior to budget development. | Complete |
| 57 | | b. Departments conduct information sessions about current year budget | Complete |
| 58 | | c. Program Review completed prior to budget development. | Complete |
| 59 | Requirement | Tasks | Status |
| 60 | 9. "Development of a systematic process of regular review of institutional data with clear processes for collection and review of data, and improvement of considerations based on the results of data review that is in-line with institutional benchmarks and targets. The College should provide evidence of long-range planning with trending data used to project plans and targets for three to five years forward. The College must provide evidence of at least one year of improvements based on this regular review of data analysis." | a. New process for collecting feedback from all constituencies with quarterly review of data received from Maxient. | Complete for this quarter-ongoing on a quarterly basis through January 2019: July 2018; October 2018; and, January 2019. |
| 61 | | b. Strategic Plan Annual Review now includes specific sections on retention, completion, and graduation rates, goals set. | Complete |
| 62 | | c. Technology Plan draft extends plan three additional years; Maintenance Plan extended two additional years. | Complete |
| 63 | | d. Assessment plan being updated now to extend it the length of the Assessment Academy. | Complete |
| 64 | | e. A column has been added to the budget sheet of each program which provides documentation of budget encumbrances and expenditures resulting from review and analysis of assessment data and planning purposes. | Complete |
| 65 | | f. Operational plans are expanded to include all areas of the college, including Ing Center, Fab Lab, and all Standing Committees. | Complete |

| | A | B | C |
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| 66 | | g. Review of operational plan progress expanded beyond Board of Trustees to include regular reviews at President's Cabinet | Complete |

Accreditation Progress



Personnel Report October, 2018

Employment New Hires:

Robin Kilbert

Start Date: August 15, 2018

Role: Custodian

Previous Experience: Custodian

Rate of pay: \$11/hour (\$22,880 annually)

Calvin Latham

Start Date: September 17, 2018

Role: Maintenance/Custodian

Previous Experience: Workstudy Student

Rate of pay: \$10/hour (\$16,640 annually)

Separations:

Shufang Liu

Role: Associate Professor of Math

Dates of employment: August 1, 2017 thru December 31, 2018

Ending rate of pay: \$3,800/month (\$45,600 annually)

Employment Searches:

- Accounts Receivable
- Vet Tech Instructor
- Marketing Director
- Associate Professor of Mathematics

| | |
|----------------------------------|------------|
| Total Full Time Employees | 108 |
| Full Time Staff Positions | 48 |
| Grant Funded TRIO Programs | 8 |
| Full Time Faculty Positions | 31 |
| Full Time Coaching Positions | 21 |

| Grants Report, October 1, 2018 | | | | |
|--|--|---|---|--|
| Ref. No. | Grant Name | Description | Potential Funding | Comments |
| Activity Since Last Report | | | | |
| 1 | Kansas Creative Arts Industries Commission Equipment and Technology grant. | Partial funding for five professional-level, portable acoustic sound shells for music concerts | \$5,000.00 grant; matching costs \$9,000.00 | Submitted Sept. 7. Notification anticipated by Oct. 1 |
| 2 | Kansas Creative Arts Industries Commission Guest Artists grant. | Funding for guest artists to attend Inge Festival | \$5,000.00 | Responding to KCAIC staff feedback, decision to wait to apply for the January cycle |
| 3 | Kansas Creative Arts Industries Commission Innovative partnerships program | Playwright instruction for local severely emotionally disturbed youth. Matching funds from Four County Mental Health. | \$7,000.00 | Responding to KCAIC staff feedback, decision to wait to possibly apply for January cycle |
| Status of Submitted Proposals Still Under Review | | | | |
| 4 | National Endowment for the Arts, Art Works | Playwright guest artists for 2020 | \$15,000.00 | Submitted July 24. April 2019 notification. |
| Proposals in Progress | | | | |
| 5 | Mid America Arts Alliance Artistic Innovation Grant | For production that can be part of 2020 Inge Festival | Up to \$15,000, 1:1 match | Phase I deadline Oct. 15; June 2019 notification. |
| 6 | Kansas Heritage Fund | Further repairs for Inge House, apply through Inge Foundation | Up to \$50,000, no ICC match | Deadline Nov. 1 for spring 2019 notification |

| Prospective Proposals | | | | |
|---|---|--|--|---|
| 7 | People for Bikes | For prospective bicycle-related improvements for potential bike program for students | Up to \$10,000 | Bicycle Task Force considering options; Phase I due in January 2019 for May 2019 notification |
| 8 | National Science Foundation Advanced Technical Education | For engineering curriculum to align better with Fab Lab. | \$200,000.00 | Fab Lab staff requests to submit a proposal in October 2019, when new fully functioning fab lab will make proposal more competitive |
| 9 | Small Business Innovation Research and Small Business Technology Transfer | Partnerships with private businesses | Up to \$150,000, with 30 percent indirect costs to ICC | Requires qualified business partner. Fab Lab scouting for possible partners. |
| | | Submitted Proposals, Under Current Review | | Proposals in Progress |
| Totals | | \$20,000.00 | | \$65,000.00 |
| Final Totals, FY 2018-2019 Awards Granted | | | | |
| | Grant Name | Description | Funding | Comments |
| | | | | |
| Total | | | \$0.00 | |

MEMO

To: Board of Trustees

From: Tammie Geldenhuys

Date: September 19, 2018

RE: Payment for Basketball Officials

I would like to recommend the invoice to the Kansas Jayhawk Community College Conference in the amount of \$14,007.00 for payment of Basketball officials for the 2018-19 home basketball season be approved.

Memo

To: Board of Trustees

From: Wendy Isle

Date: October 11, 2018

Re: Inceptia Annual Contract Renewal

It is recommended the Board of Trustees approve renewal of the Inceptia Services annual contract to provide Financial Aid verification services in lieu of ICC staff performing this process. Inceptia charges \$27.50 per student record completed verified. I anticipate the annual cost to be approximately \$8,500 based on current enrollment. This is a one-year contract.

This is a reoccurring budgeted expense item reflected in the 2018-19 fiscal year budget.

Independence Community College
Board of Trustees
Policy and Procedure Manual
201718-201819

Approved ~~August 11, 2016~~ October 11, 2018

Plus Additional Institutional Procedures

Procedure

Possession, Use, or Distribution of Weapons, Alcohol, or Illegal Drugs

Independence Community College does not permit possession, use, or distribution of weapons, alcohol, or illegal drugs anywhere on property owned or leased by the College, except as permitted by PSL 714 as described in the Firearms section of the procedures. The use of tobacco products or incense shall not be permitted in any campus buildings. Employees are reminded that unlawful possession, use, or distribution of illicit drugs or alcohol may subject individuals to criminal prosecution.

Any employee of the College unlawfully manufacturing, distributing, dispensing, possessing, or using a controlled substance or alcoholic beverage upon property or within premises or vehicles owned, rented, or leased by the College, or during activities involving the College, shall be removed from College property and shall be subject to subsequent disciplinary action; suspension and/or termination/dismissal from employment; required participation in a drug and alcohol education, treatment, counseling, or rehabilitation program; and applicable legal action. The Board reserves the right to exempt certain provisions of this policy and grants the President of the College the authority to make exemptions for specific functions held in campus facilities. A letter stating the name of the group; number of participants; date and time of the event; and a brief description of information about the event must be sent to the President's office at least two weeks prior to the event for consideration of any request to serve alcohol in campus facilities or on College property.

| | |
|-----------------|--------------------------|
| CODE: | PSL – 714 |
| SUBJECT: | Concealed Carry |
| ADOPTED: | July 18, 2013 |
| REVISED: | October 11, 2018 |

In accordance with ~~K.S.A. 75-7c01 et seq. Section 2(a) of the 2013 Senate Substitute for House Bill No. 2052~~, the carrying of a concealed handgun as authorized by the Personal and Family Protection Act is not prohibited on property owned or leased by the College.

Procedure

Firearms

Section 1. DEFINITION OF TERMS

"Firearm Handgun" is defined as ~~any handgun, pistol or revolver, rifle or shotgun, designed or intended to expel a projectile by action of an explosion of a combustible material; a pistol or revolver designed to be fired by the use of a single hand and which is designed to fire or capable of firing fixed cartridge ammunition or any other weapon which will or is designed to expel a projectile by the action of an explosive and is designed to be fired by the use of a single hand.~~

"Concealed weapon" is defined as any firearm that is hidden from common observance while being on or about a person. A firearm is deemed hidden from common observation when it appears so deceptively as to disguise the weapon's true nature.

"Prop weapon" is defined as any item that looks like a firearm.

~~"Athletic event" means athletic instruction, practice or competition held at any location and including any number of athletes.~~

"Campus property" is defined as any building or land owned or leased by ICC ~~or subject to its control.~~

~~"Residence halls" is defined as the building or buildings owned and operated by ICC that are on Campus property, and are used to house students. These buildings are exempt from the Kansas Personal and Family Protection Act K.S.A. 75-7c01.~~

"Campus facilities" is defined as the spaces on Campus property with defined enclosures for a designated use, such as an academic building, a residence hall, a theatre, an athletic field or stadium, but Campus facilities do not include open spaces, parking lots and recreational trails, even when those areas are enclosed by fencing or walls.

"Secured Container" is defined as a completely enclosed, hard cased container lockable by an internal or external locking device whether it be a key or combination not accessible by a third party, with such container to be itself secured from theft through attachment to a permanent object. Any firearm stored in such a container is strictly the sole responsibility of the owner and ICC will not be held liable for theft, damage, or loss of such a "secured container".

Section 2. FIREARMS ON CAMPUS PROPERTY GENERALLY PROHIBITED

1. Except as authorized pursuant to this policy, no person shall possess, store, carry, display or unlawfully use any firearm, or possess or carry a concealed weapon, on Campus property or in Campus facilities.
2. Any prop weapon shall not be utilized for any purpose on Campus property or in Campus facilities without being approved by the President prior to being used in any activity.

Section 3. PERSONS AUTHORIZED TO CARRY A FIREARM

1. Any Law Enforcement Officer in the performance of their duties and in accordance with the laws of the State of Kansas.
2. ~~Employees of Independence Community College, including student employees, in accordance with Kansas Personal and Family Protection Act K.S.A. 75-7c01, employees of Independence Community College, including student employees, who hold a valid concealed weapons permit recognized by the State of Kansas~~ may possess and carry such concealed weapon on Campus property and in Campus facilities, ~~except the exempted residence halls,~~ and may store their weapon in a secured container or compartment in their vehicle or office while on Campus property ~~in accordance with the Kansas Personal and Family Protection Act K.S.A. 75-7c01.~~
3. ~~Students of Independence Community College who hold a valid concealed weapons permit recognized by the State of Kansas~~ may possess and carry such concealed weapon on Campus property and all Campus facilities ~~except in the exempted residence halls,~~ and may store the approved weapon in a secured container or compartment in their vehicle while on Campus property ~~in accordance with K.S.A. 75-7c01.~~
4. ~~Visitors to Independence Community College who are not faculty, staff or students of ICC, and who hold a valid concealed weapons permit recognized by the State of Kansas,~~ may possess and carry such concealed weapon on Campus property and in Campus facilities, ~~except the exempted residence halls,~~ and may store the approved weapon in a secured container or compartment in their vehicle while on Campus property ~~in accordance with K.S.A. 75-7c01.~~
5. All firearms will remain holstered or in a scabbard, and on safe at all times unless deployed for purposes allowed by law. At no time will active pursuit of criminal activity justify self-defense,

nor is it authorized by ICC. Any firearm brought onto the ICC campus will remain the sole responsibility of the owner of the firearm, regardless of whether stored or carried.

6. Any firearm incident, regardless of severity, will be reported to the President immediately.

Section 4. PERSONS PROHIBITED FROM AUTHORIZATION TO CARRY WEAPON

No person is permitted to possess, store, or carry a firearm or concealed weapon on Campus property who:

1. Does not comply with this policy;
2. Is ineligible, prohibited or disqualified by law to carry a concealed firearm in Kansas; ~~is on probation for violation of any academic or honor code;~~
3. Has been arrested for or charged with any assault, battery, stalking, crime of violence, or a felony, and has such case pending;
4. Has been convicted of assault, battery, stalking, any crime of violence, or a felony; ~~or~~
5. Is restricted or restrained from contacting or communicating with another person pursuant to a no-contact directive or restraining order from Independence Community College or from any court or agency. ~~or~~

In such cases of denial of privileges, final determination of whether to approve, restrict or revoke a person's privilege to carry a weapon on Campus property shall be made by the President of the College.

Section 5. PENALTY FOR VIOLATION OF WEAPONS POLICY

Any person found to violate a provision of Sections 2, 3, or 4 of this policy will be subject to all appropriate penalties under ICC policy and applicable law. ICC students who violate the above provisions of this policy may be subject to misconduct points, a \$500.00 fine, 30 hours Disciplinary Community Service, and/or possible Administrative Withdrawal, or to such other penalties as may be prescribed in the ICC Student Honor Code for such misconduct.

| | |
|-----------------|------------------|
| CODE: | PSL – 715 |
| SUBJECT: | Academic Freedom |
| ADOPTED: | January 15, 2015 |

The Board of Trustees accepts the following statement on academic freedom, adapted from Academic Freedom and Tenure, a Handbook of the American Association of University Professors:

Procedure

Academic Freedom

Instructors are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

Instructors are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

| | |
|-----------------|--------------------------|
| CODE: | STU - 803 |
| SUBJECT: | Student Grievance |
| ADOPTED: | August 11, 1999 |
| REVISED: | August 11, 2016 |

Students shall be responsible for their own academic success. The Student Grievance Procedure shall resolve any conflict ~~not otherwise resolved by another specific complaint resolution process.~~

Procedure

Student Grievance Procedure

~~A.~~ Purpose

An Independence Community College student may appeal any instance of misapplication of College policy, procedure, or practice, which adversely affects him/her. Under this process, the student may not appeal the following:

1. The receipt of a grade;
2. The receipt of academic sanctions;
3. ~~The receipt of sanctions relating to student behavior; or~~
4. Established College policies or procedures themselves.

The College Student Appeal Procedure provides the student due process in the resolution of appeals. Where a specific College process is provided for resolution of a complaint it must be used.

~~B.~~ Procedures

Students must follow the following procedures:

1. Step One:

- A student who alleges that he/she has been adversely affected by the misapplication of College policy, procedure, or practice shall first meet informally with the person applying the policy, procedure, or practice to discuss the situation in an attempt to reach an informal resolution.
- ~~The conference must take place within five working days of the incident, which generated the complaint.~~

2. Step Two:

- If this informal conference does not resolve the situation, the student may file a written grievance within five working days of the informal conference to the department head of the College official who allegedly misapplied the College policy, procedure, or practice. The student will ~~complete the ICC Student Grievance Form~~ submit his/her grievance and ~~em~~ provide additional written documentation or other evidence ~~with the form~~ electronically through the College's complaints system. A copy of the submission will be sent to the employee's supervisor and the Vice President for Student Affairs.
- ~~A copy of the form needs to be sent to the employee's supervisor and the Vice President for Student Affairs.~~
- The student and ~~employee~~ department head of the College shall meet within ~~two~~ five class days after receipt of the grievance materials.
- The ~~employee~~ department head of the College shall provide the student a written decision within five class days following the meeting, ~~with The decision needs to be provided by sending a first class letter to the address provided on the Student Grievance Form~~ a copy of

the written decision ~~needs to be sent to~~ going to the employee's supervisor and the Vice President overseeing the department involved in the grievance ~~for Student Affairs.~~

3. Step Three:

- If the initial formal decision is adverse to the student, ~~she/he~~ he/she may appeal the decision to the Vice President overseeing the department involved in the grievance ~~employee's immediate supervisor~~ within five working days thereafter, except if the immediate supervisor is the President. In that case, the process moves to step four by submitting his/her appeal electronically through the College's complaint system.
- ~~The student will complete a new Student Grievance Form, indicating it is a Step Three Grievance.~~
- ~~A copy of the form needs to be sent to the Vice President for Student Affairs.~~
- The supervisor Vice President overseeing the department involved in the grievance will be provided copies of all previously considered materials and forms from the student and written materials from the employee on which the earlier decision was based.
- The supervisor Vice President overseeing the department involved in the grievance will review all supporting materials submitted as well as any other relevant materials and will meet with the student and the employee (individually or together, at the discretion of the supervisor Vice President overseeing the department involved in the grievance) within five working days thereafter to further discuss and clarify the question at issue.
- The supervisor Vice President overseeing the department involved in the grievance will render a written decision to the student and the employee within five additional working days. ~~The decision shall be provided by sending a letter to the address provided on the Student Grievance Form.~~
- ~~A copy of the written decision needs to be sent to the Vice President for Student Affairs.~~
- ~~If the grievance is concerning an academic issue, a copy of the written decision needs to be sent to the Chief Academic Officer.~~
- The decision on appeal at this level is final.

4. ~~Step Four:~~

- ~~The student may appeal the decision of the supervisor to the Student Grievance Appeals Committee within five class days after receipt of the decision by filing written notice to the President.~~
- ~~The written notice should include a new Student Grievance Form, indicating it is a Step Four Grievance.~~
- ~~The President will appoint three students, two faculty, and two staff employees to the Student Grievance Appeals Committee.~~
- ~~No committee members may have a material interest in or knowledge of the issue on appeal.~~
- ~~The Student Grievance Appeals Committee shall receive for review all written materials and information relevant to the appeal, which will be independently reviewed by committee members.~~
- ~~The committee may collect additional information to rule on the question.~~
- ~~The Student Grievance Appeals Committee will schedule a meeting on the appeal after written materials have been reviewed and invite the appealing student and College~~

employee(s) earlier involved in the appeal process to present evidence and clarify any of the written materials. This meeting will occur within ten working days of the receipt of the Student Grievance Form by the President.

- Other parties may be invited by the Student Grievance Appeals Committee to speak if necessary. All parties are to be made aware that the proceedings are confidential.
- Committee members may question all participants regarding written or verbal statements.
- The committee may select its own Chair, devise its own format, limit discussion, and otherwise conduct the meeting as it deems fair and appropriate.
- In general, the rules of procedure, rights of the student, rights of ICC, definitions, etc. as stated in the ICC Code of Student Conduct will be followed.
- The Student Grievance Appeals Committee will make its recommendation in writing on the decision of the appeal to the College President. This written recommendation will be submitted within five class days of the Student Grievance Appeals Committee meeting with the student.
- These recommendations may be to affirm, reject, or modify any previous decision regarding this grievance.
- The College President will review the committee's recommendation and all supporting documents with the committee Chair.
- The committee's recommendation is advisory and the College President will render a written decision on the appeal to all involved parties within five working days of receipt of the committee's on the Student Grievance Form.
- The decision on the appeal at this level is final.

~~C.~~ Rights of Parties Involved in a Grievance

When a Student Grievance Appeals Committee meeting is scheduled, the parties named are entitled to the following:

- A written notice of the complaint.
- A written notice of the time and place of the meeting. This notice shall be forwarded to all parties at least two working days prior to the meeting.
- A review of all available evidence, documents, or exhibits that each party may present at the meeting.
- Access to the names of the witnesses who may testify.
- The right to appear in person and present information on his or her behalf, call witnesses, and ask questions of any person present at the meeting.
- The right to counsel. The role of the person acting as counsel is solely to advise the client. The counsel shall not address the committee.

~~D.~~ Additional Information

- The decision shall be final if the student fails to employ the steps and time periods of the Student Grievance Appeal Procedure.
- If a College official fails to follow the procedure, the student will be allowed an additional opportunity to file a grievance at the next step.

The following shelters are recommended:

| | | |
|--|---|---|
| Academic Building..... | lower level | [AC 132/Tutoring Center/classrooms on the west wall] |
| Administration Building..... | Academic Building lower level | [AC 132/Tutoring Center/classrooms on the west wall] |
| Cessna Building..... | interior hall or restrooms | |
| Field House..... | restrooms or weight room | interior rooms/locker rooms |
| Fine Arts Building..... | interior hall or restrooms | |
| New Residence Halls Captains Quarters..... | first floor | interior hall or restrooms |
| Pirate Bay Villas..... | Captains Quarters first floor | interior hall or restrooms, if you cannot safely move to Captains Quarters remain in Pirate Bay Villas first floor interior hall or restrooms |
| Brick Housing Units..... | restrooms or Captains Quarters first floor | interior hall or restrooms |
| Student Union..... | lower level interior | |
| ICC West..... | interior hall-offices or restrooms | |

VI. National/Regional Disasters

- ☐ National
- ☐ Regional

National

- A. As required by Homeland Security procedure, administration will relocate/cancel classes and close staff offices.
- B. Security, the Physical Plant Officer and staff will handle traffic/crowd control.
- C. Security, the Physical Plant Officer and staff will stage support as required.

Regional

- A. Call Security or the Physical Plant Officer.
- B. Direct emergency personnel to the scene.
- C. Security, the Physical Plant Officer and staff will handle traffic/crowd control.
- D. Security, the Physical Plant Officer and staff will stage support as required.
- D. Administration will authorize relocation/cancellation of classes and relocation or closing of staff offices, if necessary.

VII. GED Specific

Fire, Gas Leak, Etc. (problems with the building)

1. Exit the building and assemble at a safe distance from the building in the main parking lot.
2. Please, do not leave the area or go to your car. We need to ensure that everyone is safely out of the building.
3. The GED examiner will secure the testing material in accordance with the GED Testing Procedures Manual, giving consideration to the one hour rule.
4. The Physical Plant Officer or ranking College official will be the last person out of the building. It is that last person's responsibility to ensure that, time permitting, all lights are off and that the center is secure, i.e., all doors are locked.

Room ~~Scheduling and~~ Rental

1. Room availability should be checked with the ICC West Administrative Assistant for ICC West ~~rooms and the Marketing Department and~~ for main campus rooms.
2. Following identification of room availability, the Room Scheduling Request should be completed by the employee and returned to the appropriate department, as noted above.
3. Requests for custodial/maintenance needs accompanying room reservations should be double checked with the Maintenance ~~Supervisor~~ Director.

JUDICIAL COMMITTEE BY-LAWS

Mission: Develop, conduct and oversee judicial processes relating to student behavior, including academic integrity.

Responsibilities:

1. Formulate recommendations for College policies regarding student conduct;
2. Formulate recommendations for revisions to College judicial processes;
3. Conduct disciplinary hearings; and
4. Prepare a one-page summary of the effectiveness of its work for the Council of Chairs.

Committee membership

The College's Director of Student Life or his or her designee will chair the Judicial Committee. The remaining members of the Judicial Committee will consist of one member from the general campus community, one member from the College's Academic Affairs department and one additional member of the general campus community who will serve as a substitute. All members, excluding the Judicial Committee Chairperson, will be appointed by the Vice President of Student Affairs (VPSA) and the Vice President of Academic Affairs (VPAA). Appointments will be made during the fall semester with the normal term being one year.

Disciplinary Hearings

Judicial Committee Role: This committee is responsible for hearing and considering alleged violations of Student Code of Conduct and Residence Life Rules (excluding Title IX situations) and appeals of academic integrity decisions. Cases will be referred to the Judicial Committee by the VPSA, VPAA, Director of Student Life and Residence Life Director.

In cases of alleged violations of the College's Student Code of Conduct and Residence Life Rules, the role of the committee will be to hear cases and appeals and to make disciplinary decisions. Cases involving suspension or expulsion will be referred to the VPSA for final determination.

In cases of alleged violations of the College's Academic Integrity policies, the role of the committee will be to hear appeals from the VPAA and render a final decision on each individual case. Cases involving suspension, expulsion, or withdrawal from a class with XI⁷ will be referred to the VPAA for final determination.

Hearing Format

Hearings will be private (limited to Complainant(s), Respondent(s), incident witnesses, hearing advisers, members of the committee and legal representation for the College) and are not open to the public. The only exception to this clause is when the College has been notified by law enforcement officials that criminal charges relevant to the case pending before the Committee have been filed against Respondent(s). In these instances, Respondent(s) may have an attorney present solely for the purpose of protecting Respondent(s) against self-incrimination in a future court proceeding. The attorney may

TECHNOLOGY COMMITTEE BY-LAWS

Mission

To research and recommend flexible, integrated, digital systems and solutions that enable processes for learning, student success, College communications and administrative functions.

Responsibilities

1. Study and evaluate the current and future areas dealing with technology for long and short range planning activities.
2. Review and award Faculty & Staff Technology Grants.
3. Anticipate and evaluate advances in instructional technology in order to stay current in providing educational resources.
4. Prepare a set of strategic technology priorities. The priority set will be provided to Cabinet by March 1, and the Committee Chair or designee will present the priorities during the budget discussions. The plan may include:
 - a. Recommendations based on review of existing status of instructional technology.
 - b. Recommendations based on review of existing status of student access to technology.
5. Prepare a one-page summary of the effectiveness of its work for the Council of Chairs.

Membership

Any College employee is welcome to become a member of the Technology Committee. The Chief Information Officer is a permanent ex-officio member. Service for this Committee will be one academic year. A Chairman, Vice-chairman and Secretary of the Council will be elected at the beginning of each calendar year and will serve one-year terms. The Chairman will represent Academic Council on the ICC Chairs Committee. The Vice-chairman will administer the Chairman's duties when the Chairman is unavailable, will assist the Chair at the Chair's discretion, and will serve as Treasurer.

Meeting Frequency

The Technology Committee will meet monthly and as may be decided by the membership and at such other times as may be directed by the Chair.

Communications

Minutes will be taken each meeting and will be distributed to all faculty, staff and administrators at the earliest possible date. Requests for agenda items will be announced by the Chair two weeks in advance of the next regularly scheduled meeting and are due at least three working days prior to that next meeting. Requests for Faculty & Staff Technology Grants are available at www.indycc.ky.us/techgrant.htm. Grant requests must also be submitted three days prior to the next regularly scheduled meeting.

Memo

To: Board of Trustees

From: IT Department

Date: October 11, 2018

Re: Surface Pro Tablet Purchase

It is recommended the Board of Trustees approve payment to PCM-G for (7) Surface Pro tablets and accessories in the amount of \$15,743.00

This expense will be paid for by the IT department, capital outlay expense line.



Times listed are Pacific Standard Time (PST).

Order Number: B0944989-1
PO Number: SURFACEFOOTBALL
OpsTRACK Number: B0944989
Order Status: Ordered
Order Type: DO
Created By: EUMM1508

Ordered Date: 08/29/2018
Picked Date:
Shipped Date:
Invoiced Date:
Paid Date:
Cancel Date:

| | |
|-----------------|---------------|
| Order Amount: | 15,743.00 USD |
| Shipped Amount: | 0.00 USD |
| Freight Amount: | 0.00 USD |
| Tax Amount: | 0.00 USD |
| Invoice Amount: | 0.00 USD |

Bill To Information

1165572363
INDEPENDENCE COMMUNITY COLLEGE
1057 W COLLEGE AVE
ACCOUNTS PAYABLE
INDEPENDENCE, KS 67301

Ship To Information

18759684
BRETT BERTIE
1057 W COLLEGE AVE
INDEPENDENCE, KS 67301
Ship Via: UPS Ground
Ship Complete: False

Reference:

Ship Instr:

Invoice Number: B09449890100

| Mfg Part | Description | Ordered | Unit Price | Status |
|-------------------|---|---------|------------|--------|
| FKJ-00001 | SURFACE PRO 512GB I7 16GBCM SYST | 7.00 | 1,805.00 | Active |
| FMN-00001 | SURFACE TYPE COVER BLACK ACCS | 7.00 | 105.00 | Active |
| EYV-00009 | SURFACE PEN SILVER ACCS | 7.00 | 76.50 | Active |
| A9W-00005 | SURFACE PRO COMMER EXT HW SP ADH 3YRS | 7.00 | 217.50 | Active |
| UAG-SFPRO4-BLK-VP | SURFACE PRO 4 CASE-BLACK/BLACK-VISUAL P | 7.00 | 45.00 | Active |

REQ 6455
OK EDM
PO# 4044

11-6600-850-000
IT budget